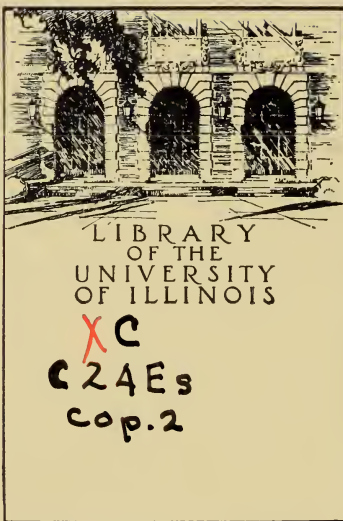


The
Diamond Jubilee History
of
Carthage College

1870 - 1945

William Carl Spielman



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The
Diamond Jubilee History
of
Carthage College
1870 - 1945



by
William Carl Spielman
Professor of History

Sponsored by the
Carthage College Historical Society
Carthage College
Carthage, Illinois - 1945

TO THE MEMORY OF
MY WIFE
WHO WAS MY INSPIRATION

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by WILLIAM CARL SPIELMAN
Carthage, Illinois

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FOREWORD

AT the annual meeting of the Carthage College Historical Society several years ago, it was decided that the Society would sponsor the publication of a history of Carthage College to appear in 1945, the year of the Diamond Jubilee. Due mainly to the untiring, painstaking labor of Mrs. C. B. Newcomer, acting as curator of the Society, the college has been privileged to have in its possession a considerable collection of material bearing on the history of the school. The author has had access to this collection as well as to much other material, including the valuable books and documents once the property of the Illinois State University but now, thanks to the generous interest of Professor Easterday, the priceless possession of Carthage College. With the exception of a few missing college bulletins or catalogues and the Record of the Trustees from 1900 to 1916 which is missing, in itself a very serious omission, the official records of Carthage College appear to be complete and intact.

Among the sources consulted were the surveys or statements, submitted at the author's request, by several of the former living presidents of the college. These contained their personal views, impressions and appraisals of the policies and activities of Carthage College during their respective administrations. Those who responded were Dr. E. F. Bartholomew, Dr. Holmes Dysinger, Dr. F. L. Sigmund, Dr. H. D. Hoover and Dr. N. J. Gould Wickey. For the valuable data received in this manner, the author feels himself much indebted to them.

In preparing this book, the purpose has been to

combine the facts and their interpretation into a balanced and readable narrative. For the reader's information an appendix of three parts has been added. The first part contains a list of the faculties of Carthage College from 1870 to 1945, the second part a list of the trustees and commissioners while in the third part are listed the names of those who hold honorary degrees from the college.

It was not the author's purpose to attempt something on a pretentious scale. Rather, the intention was to limit the book to a scope that would make possible its publication at a very reasonable cost.

The author wishes to express his appreciation to former President R. G. Schulz and to President Erland Nelson for their kind advice and encouragement; to Mr. Henry Evjen for the privilege of using his thesis on the Illinois State University; to Dr. W. H. Blancke for the use of his private collection of the Iowa Synod records; to Miss Abigail Davidson for permission to use the files of the Carthage Republican; and to Miss Pearl Goeller, registrar, and Miss Emily Pennock, librarian, for assistance in securing material from the registrar's office and the college library. Finally, the author desires to make grateful acknowledgement to his daughter, Mrs. Robert N. Cotanch, for aid in preparing the manuscript, and to Mrs. Maxine Huey and Miss Doris Carle, who typed the manuscript, for their patience in deciphering his difficult handwriting.

W. C. SPIELMAN

Carthage, Illinois
June 1945



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CHAPTER I

THE PRE-CARTHAGE COLLEGE ERA

IN the background of the history of Carthage College lives a memory. It is the memory of another institution that ceased to exist more than seventy-five years ago. Known as the Illinois State University, this institution first came into existence as Hillsboro College and was transferred from Hillsboro to the state capital at Springfield. The continuity of Hillsboro College and the State University has been fully established and although opinions may differ as to the connection of Illinois State University to Carthage College, from a legal or corporate point of view, the career of the university was definitely terminated when in 1869, that institution by a vote of its board of trustees suspended operation. Before the end of that year, its property was disposed of at a sheriff's sale and "the demise of Illinois State University was now complete."¹

This should not be taken to mean that a thread of continuity between the former institution and Carthage College does not exist. On the contrary, both sprang from a common desire to found a Lutheran college and seminary in the West for the preparation of young men for the ministry. That desire seemed at length to have been realized when the Illinois State University opened its doors as a liberal arts college and a theological seminary. However, financial diffi-

1. This in substance is the conclusion given by Mr. Henry Evjen in a thesis, *The Illinois State University*, submitted to the Ohio State University for the degree of Master of Arts. Much of the material in the present chapter was taken from this important source.

culties and doctrinal dissension soon setting in, worked together to bring about the institution's downfall. The heated controversy that wrecked the University, led to the undoing of one of the Lutheran synods and created serious divisions among the other supporting synodical bodies. Nonetheless, they agreed to coöperate again in the founding of a new literary and theological seminary. Thus there was brought into existence in 1870, a classical or preparatory school at Carthage, soon to be developed into the institution to be known as Carthage College. But the several synods, while willing to coöperate thus far, probably because of doctrinal differences did not succeed in establishing a theological seminary at Carthage.

The problem of the Lutheran Church of the West in earlier times was not alone that of training ministers to organize and take charge of congregations composed of English speaking Americans. A language barrier was raised by the presence of increasing numbers of Germans and Scandinavians in the West. Deeply conscious of its responsibility, the Church endeavored to include these alien groups within the fold of its ministration. Ministers must be provided who could acceptably serve congregations made up of English speaking members as well as those familiar only with their native German and Scandinavian tongues. Obviously, only such who were proficient in these foreign languages in addition to the English, could qualify. The problem was not much simplified through the organization of congregations exclusively German or Scandinavian, for most clergymen were obliged to serve several churches, whether English, German, or Scandinavian.

Difficulties with language, it is true, might have resolved themselves when the children of non-English speaking parents grew up to learn the language and customs of their American born neighbors. Yet many a western Lutheran minister traveled a path made hard and dangerous because of the racial antipathy

felt by native Americans toward incoming aliens. Upon the rock of the native American movement of the middle nineteenth century, many congregations were foundered, despite all efforts to avert the catastrophe.

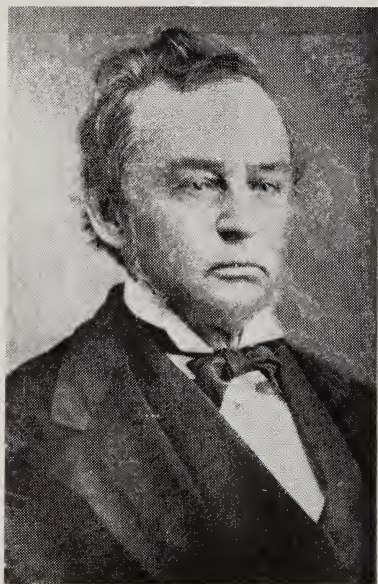
During its early history, the Lutheran church of the West depended partly for its supply of ministers on men prepared in Eastern seminaries, such as, Pennsylvania College and the later founded schools of Wittenberg College and Capital University in Ohio. But the number of graduates from these institutions was never enough to satisfy the demand, and much reliance was placed in the practice of licensing candidates for the ministry. Out of the shortcomings of this method grew the need of establishing schools in the West suitably located and equipped for the purpose for which they were intended.

Plans for such institutions were under consideration soon after the founding of the Lutheran Synod of the West. As early as 1839 that body voted to establish a theological seminary and instructed its members to act as agents to collect money and books for the school. Further provisions included the appointment of a special agent to secure funds and a committee to draft a constitution for the proposed school. At its next session, the Synod chose trustees and authorized them to invest the funds collected in land or in loans on real estate. Attention was also given to the need of securing someone to fill the first professorship of the new seminary.

In taking these initial steps, the Synod of the West appealed for support to the General Synod and particularly to the English Lutheran Synod of Ohio where a movement to found a Lutheran seminary at Springfield was already under way. In the hope of uniting with the Ohio movement, the Synod of the West commissioned a committee of three to confer with representatives of the Ohio Synod. The mission to Ohio,

however, proved unsuccessful and with the founding of Wittenberg College in 1845, Lutherans of the West were forced to fall back on their own resources.

In consequence, the Synod of the West as one of



FRANCIS SPRINGER, D. D.

Courtesy of Miss Annie Sanford

its last official acts decreed the founding of a "Literary and Theological Institute" in the State of Illinois, the exact location to be decided on by the directors of the school. They moreover were instructed to secure a charter from the State Legislature. At the first convention of the newly organized Synod of Illinois, the directors voted to accept the offer by citizens of Hillsboro to locate the institution at that point and elected the Rev. Francis Springer its first professor and president.

HILLSBORO COLLEGE

The Literary and Theological Institute of the West, better known simply as Hillsboro College, thus began its career in January, 1847. Its quarters were those formerly occupied by Hillsboro Academy. Our information regarding the college would go far to confirm our impressions of its modest character. In the main, the assets of the school included the building which housed it, valued at a few thousand dollars, "a cabinet of Mineralogy, Organic Remains and Natural

History," some philosophical and chemical apparatus and a collection of several hundred books, chiefly the gifts of friends. Added to these items was a small cash reserve, part of which at least was productive of income.

The college offered courses under two departments. A collegiate department was available for students desiring a college education. A second department offered to give instruction to those seeking an "accurate and substantial English education." Primary instruction was also provided. Two terms made up the school year. The winter term of twenty-two weeks began about October first and extended until late in March. A two weeks' recess then took place, followed by the summer term which lasted through the spring and summer until August first.

Tuition charges varied. Compared with tuition rates in colleges of the present, they seem very reasonable. Students at Hillsboro lived in private homes paying as low as \$1.25 or \$1.50 a week for their board and room. By boarding himself, a student might have lived on one-half or less of that sum.¹ Only men attended, for Hillsboro College followed the traditional non-coeducational pattern for schools of its type. The Hillsboro Academy, a Lutheran institution for women, was also in operation.

For the first year that the college was in operation, the records showed an enrollment of seventy-nine, which might have been greater but for an out-

1. Collegiate rates for the winter term were \$15; for the summer term, \$11.75; rates for the English department were \$10 and \$8, respectively and for the Primary school, they were \$5 and \$4 each. Except for a charge to repair or replace property of the college damaged or destroyed by "wantonness or carelessness", students made no other payments. Easy spending or vulgar display of money by students was apparently frowned on by the college authorities. Under the rules of the institution, students from other points were not to be furnished with spending money except by depositing such funds with one of the professors or a "judicious friend" in the vicinity of the college.—Hillsboro College Second Annual Catalogue, 1851.

break of smallpox in Hillsboro and vicinity in the summer of 1847. Total enrollment, except in the college year 1849-50, did not equal one hundred. In that year, a total number of one hundred and twelve was enrolled during the winter and summer terms. In 1851, the college employed five faculty members, including the president who furnished the instruction for about sixty-four students.

Under its charter, Hillsboro College was described as a literary and theological institute. As a literary institute, the school offered a diversified curriculum including courses in the Greek and Latin classics, history, mathematics, sciences and philosophy. But there had been no provision made for a department of theology. Except for a few courses such as those in evidences of Christianity, natural theology and mental philosophy, ministerial students at Hillsboro were without instruction in theology. A department of theology was therefore thought to be an urgent need and as a means of supplying it, the college board meeting in extra session unanimously elected as professor of Christian theology, The Rev. Simeon W. Harkey of Frederick, Maryland. Harkey resigned his pastorate in Maryland to accept the new position but agreed before entering on his duties as professor to undertake a campaign in the East to collect ten thousand dollars for endowing the newly established professorship at Hillsboro.

His quest for funds proved to be a definite turning point in the history of Hillsboro College. From Lutherans whom he approached in the East, he received generous sums in cash and subscriptions. More important, however, is the fact that Harkey returned from his contacts with eastern friends convinced of the necessity of transferring the college to some more advantageous location. So entirely had he made up his mind on this point, it seemed that he had little difficulty in persuading his associates in Illinois to accept his conclusion. After his return, Harkey spent

some time in the summer of 1851 going about the state in search for a suitable place to move Hillsboro College.

In the meantime, a committee on location appointed by the Synod of Illinois and the newly created Synod of Northern Illinois had selected Springfield. Under an agreement made with citizens of that city, the committee received a guarantee of one hundred perpetual scholarships of \$300 each, a building fund of five thousand dollars and a tract of not less than ten acres on which to erect a college building; these things subject to the condition that the institution would not be moved from Springfield. The committee on its part agreed that the Lutheran sponsors of the institution would raise a sum equal to that offered by the citizens of Springfield.

To meet these conditions, The Rev. Harkey came forward with a plan to raise \$30,000 among interested Lutherans by means of the sale of one hundred more scholarships. The plan was approved by the board of trustees, but subscriptions, it appears, fell quite short of expectations. Nevertheless plans to move from Hillsboro went briskly forward. Enthusiasm ran high among those promoting them. Seemingly, the task of picking up a college lock, stock and barrel and carrying it to another spot held no terrors for the men behind the undertaking. A new charter was secured from the state legislature designating the institution at Springfield as a Lutheran school under the corporate title of the Illinois State University. The charter provided for a board of thirty-one trustees, one-third of whom were to be elected by the Synod of Illinois, one-third by the Synod of Northern Illinois, thereby placing the institution under control of the Lutheran Church.

THE ILLINOIS STATE UNIVERSITY

In January, 1852, the university was opened with formal exercises. It was to occupy temporary

quarters until a permanent home could be provided. As part of their contribution to the school's financial support, citizens of Springfield pledged themselves to buy one hundred perpetual scholarships. These entitled the owners to the perpetual privilege of sending one student to college without payment for tuition. The scholarships could be purchased by paying in full the principal of \$300; or if preferred, the purchaser might pay the interest on the principal amounting to eighteen dollars a year. From the records, it appears that more subscribers followed the second plan. The purchasers included prominent residents of Springfield, among them Abraham Lincoln then engaged in the practice of law. Lincoln purchased a scholarship and paid the interest on it regularly from 1852 to 1860. He used the scholarship to send his son Robert to Illinois State University for several years and later his namesake, Lincoln Dubois, was granted the use of it.

Perpetual scholarships were promoted for two main reasons. The first was that of securing for the university an adequate permanent source of revenue. Secondly, it offered to young persons an opportunity for a college education at a very modest cost. While the plan without a doubt proved satisfactory as to its latter purpose, it did not achieve its primary objective. At Illinois State University, about sixty of the hundred scholarships were actually sold and most of them soon ceased to be productive.

Taking the career of the institution as a whole, one is impelled to conclude that the two principal factors in retarding its progress and eventually leading to its downfall were those of constant financial embarrassment and serious internal dissension. Almost from the outset the future of the university grew clouded with financial difficulties. The board, to begin with, undertook to erect the college building without having sufficient funds. The cost of putting up that tall structure of brown stone and brick exceeded the building fund by several thousands of dollars. When

finally completed, it stood four stories high, surmounted by a cupola from which much of the city and its vicinity could be seen. The original plans called for the erection of wings on either side but these were never added, and owing perhaps to its severe lines and a somewhat box-like appearance, the building came to be known locally as the "coffeemill."

Only by strict economies, including economies practiced at the expense of faculty salaries, and not then without adding materially to the debt of the institution, was construction advanced to the stage where the building could be brought under roof. Since the university's income apparently was never equal to current outlay, the institution with each successive year of deficit, sank more deeply into debt. Strangely enough falling student enrollment, ordinarily an important cause of a school's declining revenue, was not of such importance at Illinois State University. Had students paid the regular tuition rates announced in the catalogue, substantially more income would have been realized. But since the university in most cases collected only the interest on scholarships used by students, the loss in revenue must have been considerable. Moreover, income from interest collected on scholarships remained fixed while costs of administration rose.

Faced with a financial dilemma, the university trustees appealed to the synods. The Synod of Illinois responded by approving a campaign to raise \$15,000 to be paid on the institution's indebtedness. In this the Synod of Northern Illinois concurred. Both synods selected agents to canvass for the funds. But this was during the panic of 1857 and the times were not propitious for such an undertaking. The campaign was not successful. The same was true of the plan proposed by the Honorable James C. Conkling, member of the board and treasurer of the university. This called for the raising of money to endow university professorships. Both attempts having proved

unavailing, the university was left to drift aimlessly. Each fiscal year ended with a deficit and the institution's debt was piling up like a rolling snowball.

As in most colleges, faculty salaries at Illinois State University constituted the major part of its current outlay; and since its income was never adequate, the university was regularly in arrears on salary payments. To the board of trustees and the supporting synods who seriously studied the problem, the endowment of professorships seemed to be the most likely solution. In the Synod of Illinois, a strong German constituency worked persistently to secure enough funds to establish a professorship in the German language and literature. Although they had been approved by Synod, plans to that end met with most discouraging results. Yet, those who backed these plans continued to push them at every session of Synod, though for all their pains, they had scarcely anything more to show than well-intended and beautifully worded resolutions passed by that body. To the end of its career, an endowed German professorship at Illinois University remained an unfulfilled dream.

The Synod of Northern Illinois, with its growing Scandinavian impregnation, determined to press vigorously the endowment of a Scandinavian professorship. It chose the Rev. L. P. Esbjorn to fill the chair but stipulated that he make a canvass for funds to endow the professorship. His itinerary was to have included a visit to his native Sweden, but untoward political events in Europe at the time made this inadvisable. Failing in this, Esbjorn prepared a petition addressed to the King of Sweden requesting permission to raise funds for the Scandinavian professorship from churches in Sweden. When the petition was denied, the synod to secure money to pay the professor's modest salary of seven hundred dollars, voted to ask of each Scandinavian congregation on its territory a contribution of \$25 a year. Since Esbjorn had served for a time without salary and the need of com-

pensation was quite urgent, the board of Illinois State University granted him free tuition for his sons.

Dissension among faculty and students, no less than financial distress, led to the final downfall of the institution. There probably was present, as often is the case in colleges and other schools, a certain amount of personal jealousy among members of the faculty.¹ More serious, however, when one reflects on the consequences to the university and even to the Synod of Illinois was the unfortunate controversy which raged within and outside of the institution over matters involving ecclesiastical observance. On one side were the German and Scandinavian groups who championed ideas of symbolism and formalism claimed to have been transmitted without variation through the centuries since the German Lutheran movement of the sixteenth century. Opposed to this school of "Old Lutherans" was a large following of "New Lutherans" who turned their backs on the views of Old Lutheranism and proposed to set up the standards of evangelism about which they hoped to rally and unite into one the entire body of American Lutherans.

The General Synod of the Lutheran Church, as also the district synods affiliated with it, since they had subscribed to some of the symbols and confessions of the Old Lutheran school, held a position somewhat midway between the contending parties. But of such intensity was this controversy in the fifties and sixties of the last century that the synods in the West could scarcely hold to a middle course at all. Indeed leading men in the Lutheran ministry in the West found it

1. Mr. Evjen offers evidence purporting to show that the Rev. Harkey, professor of theology at Illinois State University, was ambitious for the presidency. Shortly after Hillsboro College was moved to Springfield, he quotes from President Springer that in his opinion Harkey's "chief aim was not so much to procure a better situation for the college but to wrest it from the hands of the humble individual to whom its brethren had intrusted it." *Illinois State University*, p. 9. When President Springer resigned in 1855, Harkey succeeded him as president pro tem.

difficult to escape being entangled in its meshes.

Esbjorn's election to the Scandinavian professorship at Illinois State University proved to be an unfortunate step. As a militant exponent of Old Lutheran ideology, he attracted about him a group of admiring Scandinavian students. Two other members of the faculty, President Reynolds¹ and Professor Harkey, belonged to the opposite camp. They too had a following in the student body. For a time there was peace, a kind of armed peace in the figurative sense. It was accompanied by more or less constant tension which as it became supercharged assumed dangerous explosive possibilities.

The explosive point was suddenly reached in the spring of 1860 when Esbjorn abruptly terminated his relations by resigning from the university. He was joined by nearly all the Scandinavian students, causing a heavy loss in enrollment. The secession from Illinois State University was soon followed by the withdrawal from the Synod of Northern Illinois of many of its Swedish members who thereupon drew together and formed a new district synod, the Scandinavian Evangelical Lutheran Synod in North America. The weakening effect of such an exodus on the Synod of Northern Illinois was to reduce the support it could give the university.²

Financially, the outlook for the institution grew more desperate. Not that efforts to restore its declining fortunes were not made. Various proposals of aid came from the board, from the synods, and from citizens of Springfield. In the Synod of Illinois, a movement to found a German professorship was revived. That body, as well as the Synod of Northern

1. In addition to his duties as Professor of the Scandinavian languages and literature, Esbjorn gave instruction in the department of theology. This brought him into close association with Harkey, who was Professor of Didactic and Polemic Theology.

2. A full discussion of the Scandinavian revolt may be found in Evjen's *Illinois State University*.

Illinois, passed resolutions to create a professorship in the German language and literature by means of funds raised in the German churches in their territories. The man appointed to this position, it was made clear, should exercise a paternal supervision over theological students and devote himself freely to their instruction. But so critical had the situation at the university become that no one who would accept the position could be found. In that unhappy institution, the battle over Old Lutheranism and New Lutheranism was renewed with German students ranged against American students. Outside the university, the battle was taken up by factions of Germans and Americans in the synods. Soon meetings of synods were turned into arenas of angry debate.

The board of trustees in 1867, under pressure from the Synod of Northern Illinois, voted to discontinue temporarily the department of theology, forced the faculty to resign and chose a committee to prepare an accurate report of the university's indebtedness. In fear that the grave situation in the Illinois Synod might result in a secession of the German element from that body at its next meeting, the board by resolution declared in such case that full control of Illinois State University and its property would remain with the General Synod. This action was very timely for the fears of the board it turned out were not groundless. At the annual convention of the Illinois Synod in the late summer of 1867, the dissenting German members came with a determination to focus attention on the doctrinal differences existing between them and their adversaries. In the wake of the violent discussions that followed, compromise seemed impossible. Doubtless no expedient could have been devised than the one that was applied. The dissenting members were permitted to withdraw from the synod, and go their way, but on condition that they transfer all rights in the Illinois State University to the Synod of Northern Illinois, these rights to be conveyed to a new synodical

body organized to include those members of the present Illinois Synod who were content to continue their affiliation with the General Synod of the Lutheran Church.

The secession of the German Old Lutheran faction was in this manner accomplished, the Synod of Illinois was dissolved and a new district synod, purged of its dissenting elements, was immediately brought into existence. To this new body, the Synod of Central Illinois an affiliate of the General Synod, was transferred the right of control of the Illinois State University formerly held by the Synod of Illinois.

If the university at Springfield had previously suffered for want of synodical support, how much more would it be likely to suffer in future now that two of the synods in their weakened conditions could do little to aid it. The outbreak of the war in the 1860's had done much to further unsettle the school's activities. The war years were unfavorable for raising money and obtaining students. Student enrollment declined as men left to enlist in the army. After President's Reynold's resignation in 1862, the university was unsuccessful in its efforts to secure a new head. Several of the faculty acted in the capacity of president pro tempore. This made for divided responsibility and promoted friction and misunderstanding. A falling off in student numbers and morale made faculty administration more difficult and student discipline more troublesome.

The end of the war brought little hope for improvement. Notwithstanding resolutions and statements affirming loyalty to the institution and devotion to its welfare, the real friends and supporters were dropping off. More and more, men became convinced of the futility of maintaining the university as a Lutheran school. For several years, there was talk of moving. The board proposed that Illinois State University and Wittenberg College combine and organize

a theological seminary of the West. But after overtures to that end made to Wittenberg proved fruitless, the trustees decided to close the institution, dispose of its property and liquidate its indebtedness.

A movement meanwhile to found another literary and theological seminary of the West at some other location had set in. It soon reached a crescendo when the decision of the university trustees to close that institution was known. In this movement, the Synod of Northern Illinois and the newly formed Synod of Central Illinois in a sense were rivals. The first synod appointed a committee to search for a new place to locate. Its attention was directed to several prospective localities in Illinois, among which was that of Mendota where a college by that name had been in existence for nearly twenty years. Ostensibly an institution belonging to the Northern Synod since it had been founded and conducted by ministers of that synod and with its approval, Mendota College came to be looked upon as a competitor of the Illinois State University. Especially did this impression gain ground when the school intended at first as a college for women only, soon admitted men as students.

Enterprising citizens of Mendota bought from the Methodists a building formerly used as a Wesleyan college. They proposed to offer this together with the property of Mendota College to the committee as an inducement to select their city. The Synod of Northern Illinois obviously impressed by the Mendota offer, extended a formal invitation to the Synods of Central and Southern Illinois and Iowa to coöperate in establishing the new literary and theological seminary at Mendota.¹ To this there was no response. The Synod of Central Illinois then proposed calling a general convention of the synods to consider the educational problems of the Lutheran Church of the

1. From the *Historical Sketch of the Evangelical Lutheran Synod of Northern Illinois*. Lee M. Heilman, pp. 147-148.

West. This "general college convention" as it was called chose a commission of representatives from the participating synods and charged it with the responsibility of deciding where the new school should be located. The commissioners met in Carthage late in 1869 and designated Carthage as its choice of location.

THE HUMAN FACTORS

Records of this one-time existing institution have been preserved and very fittingly are now in the possession of Carthage College. Most of them are in their original manuscript or printed form. An examination of the contents of these records will yield a rich reward to one who is interested in knowing about them at first hand. In spite of the years which separate us of this generation from the teachers and students of that time, we know we may meet with them in spirit and in terms of a common experience and a mutual understanding of life and its problems.

At Illinois State University as at Hillsboro College, complete supervision over the intellectual, social and religious life of students, in particular those coming from other points, lay in faculty hands. Students from out of town unless they stayed with a relative or friend were required to live in the dormitory under the oversight of a resident faculty member. The faculty, as responsible agents, made and imposed the rules on student conduct to which all were subject. Enforcement of the rules at times called for rather severe measures of discipline. In extreme cases, these might amount to suspension or expulsion. More often, the offender was summoned before the faculty or the president to answer for his offense and receive reproof. Unusual to say the least was the disciplinary action taken by a president of Illinois State University when armed with a birch rod, he administered corporal punishment on an offending student in the presence of the faculty.

The college faculty of today which feels itself sorely vexed by troublesome problems emanating from students may take comfort in knowing that student ingenuity for devising mischief at Illinois State University probably came up to expectations. Students of our time are not more gifted in the art of avoiding what to them seem irritating requirements and irksome regulations. Then as now, a customary method in such situations was to petition the faculty to be relieved or excused from complying with such requirements and rules. Often the faculty received petitions from the literary societies for permission to present in place of the annual public contests, a theatrical performance. Sometimes there were communications to the faculty refusing to comply with the regulation requiring that exhibitions be held at the end of each school term.¹

Small faculties of course were the rule. At Hillsboro College, 1851, there were only five on the staff. At Illinois State University in 1856-57, there were only four members. The professorship of the natural sciences being unfilled, the teaching of those subjects was quite easily assumed, it seems, by the others in addition to their teaching loads. In 1858-59, the force was enlarged to seven professors for a total of about one hundred fifty students. From statements in the catalogue that classes met for three recitations a day, one may gather some impression as to teaching loads at the university. Some of the faculty at that institution apparently were blessed with exceptional teaching versatility and possessed a general familiarity with

1. The strong current of anti-Scandinavian sentiment at the university created problems which taxed faculty ingenuity as well as patience. The Philomatheon Literary Society refused the application of a Swedish student for membership. The Scandinavian students then addressed a petition to the faculty asking permission to organize a literary society of their own. The faculty met this situation courageously and with adroitness by refusing to grant the petition, but as a concession to the petitioners, they were given permission to hold meetings at which the German and Scandinavian languages might be spoken freely.

almost every course of study offered.¹ Their influence, nevertheless, for good individually and as a whole was far reaching.²

As for the students, conditions of life with them differed materially from student life of our time. In this age of steam heated, electrically lighted dormitories and classrooms, it may not be easy to visualize the experience of students who were obliged to carry wood or coal several flights of stairs for the stoves to heat their rooms and to read and study by means of kerosene lamps or even dim candle light. In our appraisal of students, it is well to remember too that they were a part of a closely integrated community; that except for such channels as the college provided, students had scarcely any means for releasing their youthful spirits. In a day when college athletics and physical education were unknown, the literary societies became a kind of intellectual athletic field where competitive and oft-times spirited contests consisting

1. In 1856-57, the Rev. Harkey in addition to his duties as president was professor of theology, mental and moral science, Belles Lettres, and the German language. In 1858-59, the Rev. Esbjorn was professor of Scandinavian languages, chemistry, astronomy, etc.

2. Prominent on the faculties of Hillsboro College and Illinois State University were Francis Springer, W. M. Reynolds, S. W. Harkey and L. F. M. Easterday.

Springer was one of the founders of Hillsboro College, was president and a teacher until the transfer of the school to Springfield where he continued for several years as president of Illinois State University.

Reynolds, formerly of Pennsylvania College, was president of Illinois State University from 1856-1862. The Scandinavian revolt which occurred during his presidency was a leading factor causing him to resign.

Harkey, of whom mention has been made several times, was agent of Hillsboro College, was professor of Theology at Illinois State University, was president pro tem for one year. Continued as professor of theology until the trustees of the university voted to discontinue the department of theology.

Easterday was a graduate of Illinois State University and a member of its faculty until his resignation in 1867, when he became principal of Hillsboro Academy, which was established after the removal of Hillsboro College. He remained at Hillsboro until 1870 when he took active part in founding Carthage College in which he served as the first instructor and acting head.

of declamations, readings, essays and debates were held. In those societies, students were brought together as contestants not of brawn but of brain.

At Illinois State University, the two literary societies were known as Utilior and Philomatheon. Naturally, they were rivals. They strove to outdo each other in the interesting pastime of soliciting prominent or distinguished men in public and private life to become honorary members of their rolls of honor. With what pride did they point to such nationally known names among their honorary memberships as James Buchanan, Franklin Pierce, Sam Houston, Charles Sumner, Stephen Douglas, Horace Greeley and others. From time to time the societies engaged in contests. At the close of the college year, a literary contest in which both participated was held in some auditorium in Springfield large enough for an audience of interested spectators.

Utilior and Philomatheon were also rivals in journalism. Each published a paper under such stellar titles as the Utilior Star, the University Star, the Star of Hope. These journalistic ventures, however, proved to be of brief duration.

The societies met weekly on some afternoon when classes were suspended. They met in special rooms suitably furnished and displaying trophies that bespoke of prestige and prowess. Secretaries recorded, sometimes in flourishing characters, the proceedings of the meetings. A study of these minutes of the societies affords one a "close up" of prevailing student opinion and thought. The topics for debate, for example, were drawn from a broad range of subjects. Sometimes they involved the comparative benefits to be derived from a knowledge of certain subjects of study such as grammar and geography, mathematics and history. Again, debate was centered on certain human frailties of the common variety, usually the use of tobacco, or the propensity for drinking, profane

language and gambling. Or again, the relative claims to greatness of historical character like Columbus, Napoleon, or Washington, were used as themes for debate. That the debaters were not unfamiliar with leading current questions of their day becomes clear from the attention given to topics on slavery, the Mexican War, public land policy, Cuban Annexation, railroads and canals, immigration and the woman's movement.

Among those who as members took part in the exercises of their society were John Milton Hay, his older brother Augustus and Robert T. Lincoln. All three joined Philomatheon while students in the collegiate department of the university. John and Augustus Hay, it appears faced each other frequently as opponents in debate. They also debated as colleagues of the same team.¹ Both gave readings from time to time and John Hay soon after becoming a Philomatheon, delighted his hearers by reading an original poem. In recognition of his literary talent, he was chosen to act for several years as composition critic. He was vice president of his society for a year and while holding that office, the future ambassador of the United States to the Court of St. James and Secretary of State, was discovered trying to swing the election of officers by means of a spurious ticket

1. A few instances may be enumerated. Augustus Hay was on the affirmative and John on the negative side of the question, "The American Revolution was a greater event than the Reformation of the Sixteenth Century." Decision for the negative. *Philomatheon Record*, p. 61.

Their places were the same on the question, "Is a monarchical government more stable than a Republican?" Decision for the affirmative. *Record*, p. 73.

Their positions were the reverse on the question, "Is Columbus deserving of more credit than Washington?" Decision for the negative. *Record*, p. 97.

On the question, "Is agriculture more advantageous to the nation than commerce?", Augustus upheld the affirmative, John the negative. Decision for the negative. *Record*, p. 101.

On the question, "Which is more important to the scholar, a knowledge of Greek or Higher Mathematics?", and "The hope of reward is a greater incentive than the fear of punishment," both debated on the affirmative sides and won the decision. *Record*, pp. 67, 79.

of candidates and fined for the offense.¹

While a freshman in the collegiate department in 1856, Robert Lincoln joined Philomatheon. In the course of that year, he appeared on several programs in debate and for readings. By a coincidence, the son of the great emancipator of the slaves at one time defended the negative side while debating the question, "Will African slavery be perpetuated in the United States"? At another time, Lincoln and the son of James C. Conkling, prominent Springfield politician, headed their respective debate teams and chose as the subject for debate, "Is a promise to a highwayman not to take measures for his execution on condition of sparing our life, binding?" Lincoln's team was given the decision.

In June, 1858, Robert Lincoln was elected recording secretary of the society. But as the record reveals, he was present at only three meetings to take the minutes. After absenting himself for two months, he requested the privilege of being granted an "honorable dismissal." Although later he signified his intention to withdraw his request, he gave up attending meetings entirely and was finally given not an "honorable" but an honorary dismissal.

During their careers as institutions, about two thousand students were reported to have entered the portals of Hillsboro College and the Illinois State University. Included in this number were men who attained fame as lawyers, teachers and in politics. From the department of theology went forth twenty-seven graduates, all of whom entered the Lutheran ministry, some of whom rose to prominence in the Lutheran Church. Others who attended the institutions engaged in business, commerce and banking. Some turned to agriculture. Four former students gave up their lives in the war of the rebellion and several won distinction in that conflict as soldiers and officers.

1. Philomatheon Record, p. 84.

CHAPTER II

A NEW ERA

THE selection of Carthage in 1870 as a suitable location for a liberal arts college was influenced by several factors, mainly of local importance. The census of that year gave a population for Carthage of more than fourteen hundred. A branch line connecting Carthage with the Chicago, Burlington, and Quincy railroad at Burlington was about to be completed. The town was thus situated on branch lines of the Burlington and Wabash railroads and lay only a few miles distant from the Toledo, Peoria, and Western road. Of the main advantages claimed for Carthage were its location in the center of a seemingly growing Lutheran constituency and its healthful rural surroundings far removed from the unwholesome conditions existing in populous urban centers. It was the boast of its citizens that Carthage harbored no saloons or places where liquor was dispensed. It had by 1870 become known for its interest in literary and artistic culture. Hancock County, of which Carthage was the county seat, comprised one of the richest agricultural areas in Illinois. All about Carthage lay a prosperous countryside containing many acres of choice farmland, most of it devoted to the raising of grain and livestock.¹

The vicinity of Carthage had much to offer for students in the field of natural science. Students in geology had begun by 1870 to explore the rock for-

1. By the leading local paper it was pointed out that a Lutheran College at Carthage, because of the absence of nearby competing institutions, would "have prestige as no other in the state must enjoy." *Carthage Republican*, January 6, 1870.

mations and mineral deposits of this region. Boulders, some of huge size, found scattered here and there over the landscape of Hancock County caught the attention of early scientists while in that portion which fronted directly along the Mississippi and along streams and creeks of the interior, quantities of crystal lined geodes yielded material for fascinating study to those interested. Not less interesting was the native bird, animal, and plant life of this western county of Illinois. Long before 1870, these had become objects of study by well-known zoologists and botanists who engaged in the description and classification of this material.

This region, as a whole, was also rich in historical lore. Mounds discovered at several points proved upon investigation to have been depositories of the remains of primitive men and their buried utensils. Early historical records told of explorers and traders who moved up and down the broad Mississippi and its tributaries. At different places, these intrepid Frenchmen erected trading posts and Indian missions over which floated the lily white Bourbon flags of their native land. Numerous towns bearing French names and many families of French descent who lived in Carthage and the surrounding county gave proof of the lasting impress made by the sturdy empire builders of the grand monarch.

These events, however, belonged to a distant past. More real to the people of 1870 were the occurrences that had recently taken place in Hancock County and its county seat. Scarcely more than a quarter century before, the Mormons flourished and at Nauvoo they had built one of the wonder cities of the West. In 1870, there doubtless lived in Carthage and Hancock County many people who had vivid memories of the Mormon era and its stirring experiences climaxed by the imprisonment and killing of the Mormon prophet by an angry mob. Then came the anticlimax of the Mormon drama, their flight from Nauvoo and the long

trek across the western plains and mountains to the Great Salt Lake in Utah.

During the decade of the 1850's, Lincoln and Douglas visited Carthage at different times. Lincoln, while engaged in his spectacular campaign with Douglas for the senatorship of Illinois, spoke in Carthage. In the still very recent war of the rebellion, the people of Carthage and Hancock County actively supported the Union and, though threatened by Confederate sympathizers, maintained their loyalty to it. Carthage in 1870 was the home of Union war veterans who only a few years ago had fought on southern and eastern battle fields.¹

LAYING THE FOUNDATIONS

As the Illinois State University passed into eclipse, the movement to found a new institution in the West made headway among the district synods. The recently formed Synod of Central Illinois had asked that a convention of the synodical bodies be held to consider the educational problems of the Lutheran Church of the West. This "general college convention" met at Dixon on August 31 and September 1, 1869, and authorized the Synods represented there to choose a commission of three delegates from each Synod, who were to meet at some place to be designated in advance by an executive committee appointed by the convention for that purpose. The synodical commission, when it met, was to determine where the new college should be located.

The executive committee, of which the Rev. Conrad Kuhl, President of the Synod of Central Illinois,

1. Much information bearing on the history and geography of Carthage and Hancock County may be found in an *Historical Atlas*, Hancock County, 1874. For a general knowledge of their history from early times, the *Historical Encyclopedia of the History of Illinois and Hancock County*, 2 volumes, may be consulted. Also a *History of Hancock County*, together with an *Outline History of the State*. Th. Gregg, 1880.

was chairman, selected Carthage as the place of meeting. The time for the commission to meet there was set for December 29. Before that time, however, plans for the meeting were in preparation by the citizens of Carthage who realized that as the place where the commission would meet, Carthage would have an advantage over other communities in the matter of selecting a location for the college. Announcements in the local paper, the Carthage Republican, edited by J. M. Davidson, and on handbills which were circulated called attention to the public meeting to be held in the courthouse.¹

When the commissioners met, three propositions were submitted for their consideration. One was an offer by representatives from Mendota, which was practically the same as the one made by its citizens several months before, to the Synod of Northern Illinois. The second came from citizens of Springfield offering to assume the debt of the Illinois State University and provide funds to revive and improve that moribund institution. The third proposition was from the citizens of Carthage which, after due consideration, the commission voted unanimously to accept.² Then another public meeting was held to approve the proposition made by Carthage, as accepted by the

1. "History of Carthage College compiled by Mary Davidson from files of the Carthage Republican." The meeting took place at the time scheduled and was largely attended. Several prominent citizens addressed the meeting, after which a committee of citizens was appointed to confer with the commission from the Synods and present their proposition. The synodical commissioners were the Reverends A. Axline, A. M. Geiger, C. Kuhl, J. S. Shofner, F. Springer, chairman, A. A. Trimper and J. G. Fleck.

2. Members of the Synod of Northern Illinois, it appears, made the charge that Rev. Kuhl, as chairman of the executive committee, selected Carthage as the place for the commission to meet hoping thereby to influence the commission to decide in favor of Carthage as a location. This charge Kuhl vigorously denied, declaring he had merely acted as "the pliable tool of an overruling providence." An important factor which caused his committee to decide to meet at Carthage undoubtedly was the fact that Carthage was conveniently situated as a meeting place for the commission. Biographical Sketch, p. 93-94.

commission. At its conclusion, the commissioners met again to complete certain details and to select a financial secretary. This session lasted far into the evening. When they adjourned, tired though elated after their day's labor, the commission, so the Rev. Kuhl tells us, withdrew to a nearby restaurant to enjoy an oyster luncheon.¹

On January tenth, 1870, known thereafter in the history of Carthage College as Founders' Day, eleven citizens of Carthage formed an association to establish an institution to be known as Carthage College.² It was to be capitalized at \$300,000, consisting of three thousand shares of one hundred dollars each, and the institution was to be under the direction of a board of seven trustees elected by the stockholders. In early March, the first trustees of the college were elected.³ They met from time to time to arrange for the sale of the stock of the college, to appraise land given to

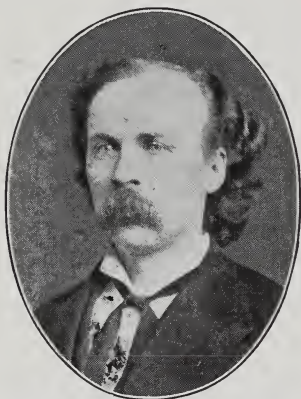
1. Under the provisions of the agreement, as it was formulated, the people of Carthage agreed to furnish grounds within the city for a college building and to erect the same at a cost of at least \$35,000. They agreed to complete the building by stages, the first part costing \$15,000 to be finished by August, 1871; a second part costing \$10,000 to be finished by August, 1872; the rest to be completed by August, 1873. When the Synods on their part had raised \$50,000 toward an endowment, the citizens of Carthage agreed to convey to the Synods full title to the grounds and building. Failing, however, to provide the endowment as proposed, the Synods were not to forfeit any part of what they had raised.

The Synods on their part agreed to furnish an endowment fund of \$100,000, of which \$30,000 was to be raised by August, 1871, or within three years thereafter; \$20,000 was to be raised by August, 1872, or within three years thereafter; and \$50,000 upon completion of the college building or within three years thereafter. The Synods undertook to establish and maintain a college with a faculty suited to its needs and prepared to teach "all the different branches of learning ordinarily taught in American colleges." Carthage College Minutes of the Board of Commissioners, August 31, 1869, to May 14, 1881, p. 6.

2. The eleven members of the association were Boyd Braden, H. W. Draper, B. F. Peterson, A. J. Griffith, H. G. Ferris, W. C. Hooker, George W. Batchelder, C. G. Clark, Edward Cherrill, John W. Cherry, and D. W. Browning. Record of Trustees, 1870-1899, Volume I, p. 1.

3. The first trustees of Carthage College elected March 5, 1870, were H. W. Draper, Robert W. McClaughry, J. W. Randolph, D. E. Head, H. G. Ferris, William Frear, and W. W. Walker. Record of Trustees I, p. 21.

the institution, and to employ an architect to draw plans for the new college building.¹ The commissioners representing the synods also held meetings and at one of their sessions they decided to open a classical school in early September and appointed L. F. M. Easterday as principal and instructor. Easterday's appointment as the first instructor at Carthage is significant. As a graduate of Illinois State University and for several years on its faculty, he was one of the few personalities to link together the two institutions.



L. F. M. EASTERDAY

The opening of the classical or preparatory school took place on September 5, in a room on the south side of the square. On the first day, sixteen students, four of whom were women, were enrolled. At the end of the first week, twenty-four were enrolled and of these, nearly one-half were women. Thus from its inception, Carthage College opened its doors to both sexes and thereafter adhered to its course as a coeducational institution. Subjects of study were arithmetic, algebra, geometry, Latin, Greek, German, English, natural philosophy, physiology, history, geography, reading, and orthography. Professor Easterday taught most of these subjects in addition to supervising the school. He was assisted by the Rev. Kuhl, pastor of the German Evangelical Lutheran Church of Carthage, who taught German language and litera-

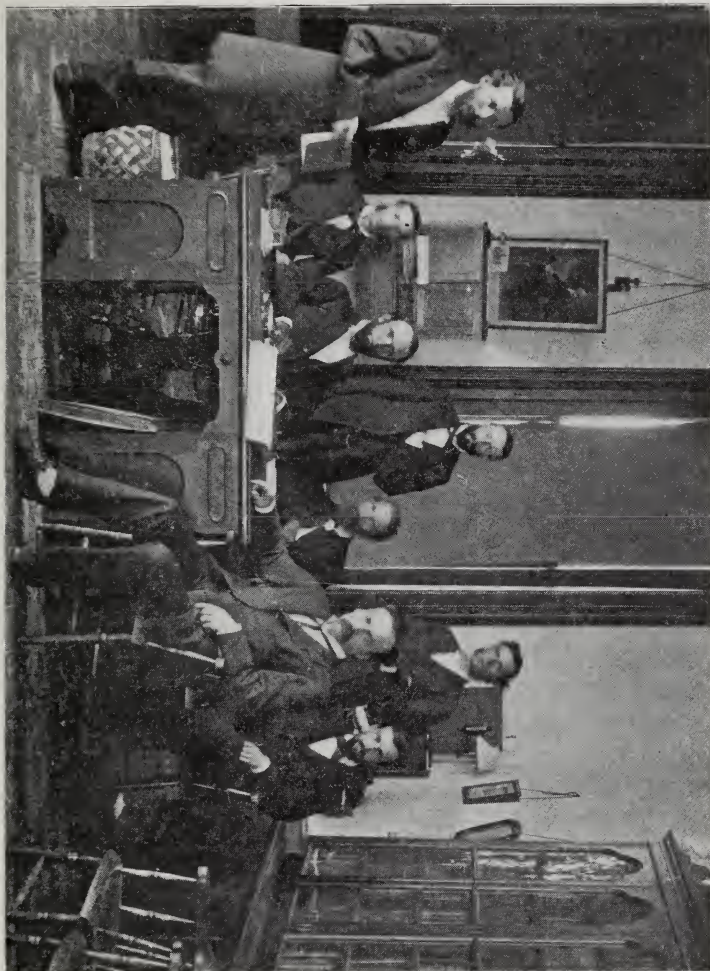
1. Of several tracts offered them, the trustees selected a plot of seven acres to be used for the college grounds. They were given by Dr. A. J. Griffith, B. F. Peterson, and H. W. Draper. The college building was erected on land given by Dr. Griffith. History of Carthage College, Carthage Republican.

ture. These were the humble beginnings of Carthage College.

In the meantime, construction on the college building on grounds given for that purpose on the northeast edge of Carthage had gone forward. On May 10, 1871, the cornerstone was laid with impressive ceremonies before a gathering said to have numbered several thousand people who came from near and far to witness the occasion.¹ By this time, the preparatory school had moved from its original quarters, first to the second floor of a new building on the southwest corner of the square and then to the second floor of a building on the southeast corner. After several weeks' residence at this location, the school was transferred to the ground floor of the college building which was now ready to be occupied. The steady growth of the college in its initial years was very gratifying. By 1873, the time had come, it was thought, to change from the preparatory school to a liberal arts college. The board of commissioners accordingly elected as President the Rev. David L. Tressler, who had left his pastorate in Lena, Illinois, the year before to accept the position of Professor of Latin, Greek, and Belles Letters. In addition to his new administrative duties as head of Carthage College, President Tressler continued to act in the capacity of treasurer while also serving as professor of mental and moral philosophy.²

1. A write-up appeared in the *Carthage Republican* of May 18, 1871, under the caption, *Highly Interesting Ceremonies of the Laying of the Corner Stone—Over Four Thousand People in Attendance—Nearly One Mile of Procession—Fourteen Hundred Masons and Odd Fellows in Regalia—Three Brass Bands.*

2. On the first faculty with President Tressler were L. F. M. Easterday, professor of mathematics and astronomy, J. W. Richard, professor of Latin and history, F. R. Feitshan, professor of the Greek and German languages. The professorship of the natural sciences, vacant for a time, was filled by E. G. Breidenbaugh. J. M. Helfrich was professor of instrumental and vocal music, and Miss Margaret Thomson was instructor in painting, drawing, and waxwork. *Carthage College Catalogue 1872/73-1894/95.* In the record of the faculty, we find



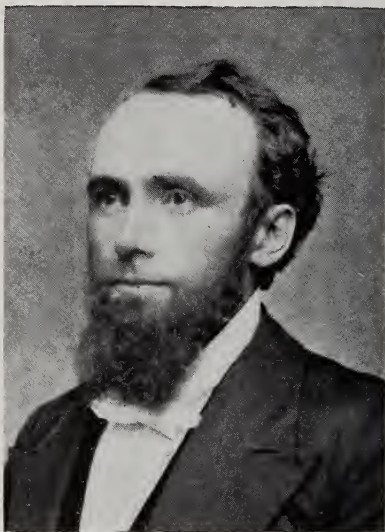
FIRST FACULTY

that the members of the first faculty were Easterday, professor of mathematics and astronomy; Richard, professor of Latin and history; Breidenbaugh, professor of chemistry and natural science; Helfrich, professor of music; Miss Thomson, instructor in painting, and W. G. Cress, tutor.

THE FIRST PRESIDENCY

When President Tressler assumed office, Carthage College was housed on the ground floor of the college building now nearing completion. Plans for the erection of more buildings, two dormitories and a refectory, were under way.

The money to build these was to be obtained from the sale of fifty scholarships of one hundred dollars each, a scholarship to entitle the owner to send a student to Carthage College tuition free for five years. That the college endowment was reported as about \$35,000 at this time, most of it in interest bearing notes, was thought to be encouraging since under the terms of the contract with the board of trustees,



DAVID LOY TRESSLER, D. D.

an early transfer of the college and its property to the church Synods might be effected.¹ Although not over one-seventh of the outstanding endowment had been collected in cash, the interest from unpaid endowment notes was of help in meeting the current expenses of the college each year. Moreover, the principal when collected was invested in productive real estate mortgages and the income from this source made available.

The new administration, however, was faced al-

1. Under the terms of the contract when the endowment reached \$50,000, the trustees agreed to convey title to the college building and grounds to the commissioners representing the supporting Synods.

most immediately with the problem of a debt on the institution. To obtain funds to construct the college building, the trustees found it necessary to borrow ten thousand dollars at the high interest rate of ten per cent. The loan was secured by a mortgage on the college property. The new dormitories had also to be built by means of borrowed money since the sale of scholarships to pay for them proved to be disappointing. These loans, however, were to be paid from the room rents the college expected to realize when the dormitories were occupied by students.¹

During President Tressler's administration which lasted until his death in 1880, certain clearly defined trends affecting later developments of the college may be observed. In the college itself, two programs of study, one the classical leading to the Bachelor of Arts degree, the other the scientific course which led to the science degree, were offered. The first, the classical, put stress on Greek and Latin literature as well as on English literature. The scientific course, at first designed to cover three years of study of thirty-nine weeks each, was later changed to four years of thirty weeks each. The study of mathematics, physics, astronomy, geology, and chemistry predominated. A philosophical course was added but was discontinued after two years. It combined subjects of classical and scientific nature with such studies as the history, structure, and laws of the English language, interna-

1. They were known as the East and West Dormitories since they were situated east and west of the main college building. The East Dormitory was occupied by the men, the West by the women. Dr. Bartholomew once described them as "plain wooden structures cheaply put up and poorly equipped." *Historical Sketch*, p. 2. The East Dormitory known also as Philo Hall faced westward. It contained suites of two rooms each, each suite accommodating two men. In order to pass from one suite to another, the occupants had to go outside of the building. Clio Hall or the West Dormitory faced to the south. A hallway with rooms opening on both sides extended through the building. The parlor or drawing room for receiving callers was on the second floor. *Carthage College Alumnus*, September 15, 1942, Bound Volume, pp. 16-18.

tional and commercial law, instrumental astronomy and others.

In the first class to graduate from Carthage College in 1875, three received the Bachelor of Arts and one the Bachelor of Science degree. This in a sense would have accorded with the current tendency in denominational institutions to give preference to the pursuit of classical subjects. When in the next year the number of graduates who received science degrees was equal to the number receiving the arts degree, the faculty evidently became somewhat concerned. They voted to incorporate in the next college catalogue the statement "that students be earnestly advised to begin their studies with a view to completing the classical course as this course affords advantages greatly superior to those of the others."¹ Furthermore, instead of listing in detail, as had been done, a complete schedule of subjects to be pursued by students in science, the catalogue after 1879 made only a brief general mention of the scientific course. A survey of President Tressler's administration and those immediately after would show that students studying science usually outnumbered those taking the classics in the lower classes, such as the sub-freshman and freshman years, after which their number declined, while in the upper college classes, students of classical subjects predominated.²

An academic department, a department of music, and for a time a department of fine arts were three important adjuncts of the college proper. The academic department, apparently a continuation of the preparatory or classical school established when Car-

1. Presumably the scientific and philosophical courses. From a perspective of sixty-five years, Dr. Fernando Sanford, Professor Emeritus of Physics, Leland Stanford University, recalled that in his student days at Carthage, "the scientific course was regarded by some of the professors as only for students who were mentally incapable of appreciating the classical course with its highly educative Greek and Latin training." To the 1944 Class of C. C., p. 5.

2. College Catalogues, Bound Volume, 1872/73-1894/95.

thage College first opened its doors, consisted of a preparatory and a sub-freshman class. It was intended to prepare its students for college, for business and as teachers. A large part of the student body at Carthage College was regularly enrolled in this department, the number as a rule being considerably greater than the entire enrollment in the college itself. In the music department, students were instructed in voice, piano, organ, and in the playing of band and orchestral instruments. In the department of fine arts, they had opportunity to study drawing, painting, waxwork, and needlework.

The college year in President Tressler's time extended over thirty-five weeks. The year was divided into two terms of seventeen and one-half weeks each. The year of the academic department was thirty weeks long. There were no Christmas and spring vacations. Only three days, Thanksgiving, Christmas, and New Year's Day, were observed as holidays. A long spring and summer vacation lay between the end of one school year and the opening of the next.¹

Two new professorships were added in 1876, one in English language and literature, another in German and Greek.² The German professorship was created in response to an insistent desire of the German pastors in the different Synods that in keeping with their interest in Carthage College, the study of German should

1. This calendar, as explained in the catalogue, was deemed advantageous for several reasons. The college authorities favored it because in their opinion "the weeks lost in Christmas and spring vacations are for manifest reasons attended with no physical benefits; . . . because these vacations, whether students go home or remain, are expensive; because they often produce through previous excitement and subsequent demoralization, deleterious results even in term; because the time spent in these vacations cannot be turned to account by the many students to whom time is money, but saved here and added to a long summer vacation, these months are valuable." The long spring and summer vacations were meant to give students opportunity to earn money toward their expenditures for the next year in college.

2. The Rev. John Brubaker was elected to the first, the Rev. E. P. Giesse to the second.

be introduced for the benefit of students preparing for the German ministry. In 1879, at the request of the Wartburg Synod, instruction in German theology by the Professor of German was inaugurated.

Among the precedents established during President Tressler's tenure was that of fostering an atmosphere conducive to the religious life of students. To that end, chapel services were held every forenoon, conducted by the president or one of the faculty. All students and faculty attended. On Sunday afternoons, a Bible class met regularly at the college for instruction by one of the faculty. With certain exceptions, attendance of students was compulsory. The rules of the college required that students be in regular attendance at church services on Sunday morning. Shortly after President Tressler became head of Carthage College, a congregation of English-speaking Lutherans was organized in Carthage. Their place of worship was a beautifully designed churchlike edifice, known as Trinity Evangelical Lutheran Church. For some years, the President of the college, President Tressler being the first, served as the pastors of Trinity and the custom of faculty and students to worship there together grew to be deeply rooted. Thus, in a real sense it grew to be regarded as the college church.

As their gravest responsibility perhaps, the faculty at Carthage had that of supervising the conduct of the young persons under their direction. This responsibility the faculty cheerfully assumed and as a necessary part of the problem of student discipline, they insisted upon compliance with definitely prescribed rules of conduct. For violation of the rules, students were given "demerit marks." The number varied according to the gravity of the offense, although they were not always the same for the same offense. The common misdemeanors for which demerit marks were imposed were such as leaving the college without permission from the authorities, failure to attend church services on Sundays, misconduct on the campus

and in the building. The men were often given demerits for visiting the coeds at their dormitory. Men and women students alike were strongly tempted at times to get away from the college campus by going on walks or, if possible, taking buggy rides into the country or to other points. Sometimes when attempting to explain their delay in getting back on time, it was claimed the horse for some reason had difficulty finding the way back. In winter time, there was the temptation to slip away to go ice skating and sleigh riding.¹

Under the rules, a student who had accumulated demerit marks to a total number of forty and upwards was in line to receive the heaviest penalty administered. This was expulsion from college. That this regulation was not a deadletter, the records convincingly make clear. Too literal application of the rule, however, in some instances resulted in what appeared to be unjust treatment toward some offenders. For example, to expel one student having forty demerit marks against him and to place on probation another who had thirty-nine marks was likely to win much sympathy for the first offender from some faculty members whose sense of justice was thereby outraged.² Students were also suspended from college for serious misdemeanors but reinstatement was made possible for them by appearing in chapel and in the presence of students and faculty, making public acknowledgment of their wrong doings, offering suitable apology to those who had suffered harm, and promising to mend their ways in the future.

When one examines the cases of students summoned by the faculty and charged with breaking the rules of the college, it might seem that much of the faculty's time and attention was taken up by matters

1. The Record of the Faculty, 1870-1913, contains interesting cases of students summoned by the authorities to answer charges of having broken college rules.

2. Record of the Faculty, p. 10.

of student discipline and that discipline was in fact a weighty problem. Matters of student discipline, however, claimed more of a college faculty's time and attention than in our time when it is the common practice to delegate such problems with certain exceptions to a regular committee on discipline to which the president, and the deans of the institution ordinarily belong. Then too, the fact that Carthage College was a coeducational school from the start, and that at least some of its problems in discipline were of coeducational nature, made them more difficult than otherwise for the early faculties who had little or no experience with coeducation in schools of college rank. It is not improbable that student discipline at Carthage was affected to some extent by the fact that except for the holidays of Thanksgiving, Christmas, and New Year's Day, there were no vacations to relieve the routine of a long school year. For most students living in the dormitories, this meant an almost continuous residence on the campus from early September when the school year began until the first of May when it closed.

Appreciating the importance of stimulating student initiative and coöperation outside of the classroom, President Tressler and his faculty gave support to several student activities. Two literary societies, Cicero and Galileo, met on Wednesday afternoon each week on the top floor of the college building.¹ Unless excused, students were required to belong to one of the societies. For a time, they were governed by a set of intersociety regulations but to the faculty these seemed so unsatisfactory that they were abolished by faculty action—however, not without strong protest

1. Galileo society was organized in September, 1870. Cicero came into existence one year later when by action of Galileo that organization was divided into two equal parts. One half of the members of Galileo having then given their consent, the other half of the membership withdrew and formed themselves into the organization which took the name Cicero. *Carthage College Alumnus*, February 15, 1943, Bound Volume, pp. 16-18.

of both organizations.¹

As members of Cicero and Galileo, students engaged in weekly exercises of recitation, declamation, the presentation of essays, orations, and debates. A course of public lectures sponsored by the literary societies was usually given each year. Between the two organizations, a normal rivalry existed which at times threatened to go beyond the point of friendly relations. Within normal limits, inter-society rivalry manifested itself in strenuous solicitation for new members and at joint public literary contests held several times a year. Traditions and loyalties springing to life in the early history of Cicero and Galileo were perpetuated by succeeding generations of Ciceronians and Galileans, and the two societies continued to flourish for nearly 50 years.

A college journal, the *Carthaginian*, made its first appearance in 1877. It was a student publication and mainly under student management. The staff consisted of four editors, one each from the literary societies, the faculty, and the alumni association. After a year, student share in management was increased by reorganizing the staff of the *Carthaginian* to include two editors from each of the societies and one from the alumni, all material to be subject to faculty approval. The *Carthaginian* was a monthly journal. It appeared in nine issues during the school year and sold for the nominal price of one dollar. In order to help the paper get on its feet financially, President Tressler took charge for a while as editor-in-chief.²

1. For the benefit of students interested in German, a German society was organized in 1876.

2. For the brief space of one year during the Tressler presidency, Carthage College had a brass band. Equipped with instruments and a band master, it met at designated times and places for practice. But the band in the opinion of the college authorities seemed to create more discord than harmony, and it soon lost favor with them. The faculty at length, sitting in judgment, voted to inflict the penalty of death for the organization, effective at the close of the year. Before the doomed band passed from the scene, it was granted permission to appear at the Commencement exercises in 1877 in Trinity Church to perform for the last time but without drums and cymbals, which were not permitted.

By the Tressler administration, due recognition was accorded to students who excelled in scholarship. At Commencement, for instance, public announcement of the "notation" or percentage grades of the graduating class was made. Those of the class who ranked highest were grouped separately and appeared on the Commencement program under the head of "Appointments." Members of this distinguished group were called upon to deliver the Latin and English salutations and the valedictory address. Each senior, upon graduating, was required to prepare an essay on a subject assigned by the faculty, to be presented at Commencement. Commencement then was an event to be looked forward to and preparation for it was begun some weeks in advance of the occasion.¹

Two prizes were established in President Tressler's time as rewards for scholastic proficiency. One of them, the Breon, better known as the Tressler prize, was an annual award of a medal for the best essay submitted by a member of the junior class. In 1878, it was transferred to the senior class. The other was a medal originally conferred by the faculty to the junior who in a public contest delivered the best written oration on a subject selected by them.²

During the first years of the Tressler presidency, the financial outlook for the college did not appear on the whole unpromising. There was a steady increase in student enrollment and in tuitions. Income from endowment also amounted to a substantial sum. Much of the endowment, it was true, still consisted of unpaid notes, but by 1878 more than twelve thousand dollars of endowment principal was reported to have been collected and turned into productive real estate mortgages. The president meanwhile was maturing

1. Typical Commencement programs may be found in the *Record of the Faculty*, pp. 22-23, 35-36, 56.

2. The Breon prize was named after John E. Breon, who pledged himself to give the sum of one hundred fifty dollars, the annual income from which was to be used for the essay prize.

a plan to free the college of debt and then to secure a transfer of title to the institution from the board of trustees, in whose possession it still rested, to the supporting church Synods. As an initial step in the plan and with the full support of the board of commissioners, President Tressler personally assumed most of the college debt of about ten thousand dollars through an execution of a contract existing between the trustees and himself as head of the college.

If the plan proved successful, which when one considers the rather favorable financial outlook of the college seemed not unlikely, the church Synods would come into full possession and entire control of Carthage College, free from all incumbrance. Such an achievement in the presence of a devastating business depression that gripped the country for nearly a decade would be one of no small magnitude.

One serious drawback, however, lay in the way. The college was never able, it seemed, to bring its revenues and expenditures into balance. The resulting annual deficiencies at first were small and were regularly met by extending the length of the fiscal year, thereby drawing on the next year's income from endowment to make up the difference before the new school year began. Until the last year of the administration, each year's deficiency was paid in this manner. But in that year since the college revenues were less while its outlay was greater, a deficiency of more than three thousand dollars was reported. It devolved on President Tressler to see that the money needed to meet this was raised. In his last annual report to the board, he said, "To collect this amount so as to clear the account of the year in proper time will require an unusual effort." "To this end," he concluded, "the treasurer will address his best efforts. But to succeed, he needs the coöperation of the board and the friends of the college."¹

1. Minutes of the Board of Commissioners, August 31, 1869, to May 4, 1881, p. 37.

The board, in appreciation of the burden resting on President Tressler, raised his salary materially and in order to relieve him of his teaching duties while away canvassing for funds, authorized the appointment of a tutor for his classes. Most of the fall and early winter of 1879 were spent in travel by the president in the interest of the college. In the course of his travels, he visited many churches in northern and southern Illinois, Iowa, and Nebraska. In January, 1880, he returned to Carthage to resume his duties at the college.¹

On Sunday, February first, President Tressler rode on horseback to West Point, about twelve miles distant to preach. On Monday, although suffering from fatigue and a severe cold, he insisted on meeting his classes. On the next day, he gave up his classes and remained at home to rest. But two days later he held a faculty meeting at his home. Soon after typhoid pneumonia was reported to have developed, followed by other disorders from which he could not recover. During the last week of his illness, he was reported to have been delirious much of the time.²

One of the faculty who was present at the bedside of the stricken college president, has described his passing in these words: "On the twentieth of February, 1880, after a few days of illness, our beloved president and leader passed away. The struggle was brief and heroic. A few of us had been watching at his bedside all night long. Shortly after midnight, we sang the hymn, 'There is a Fountain Filled with Blood,' and when we came to the last stanza, the dying man raised himself and joined his voice with ours in song. With the dawning of that fateful day came

1. In June 1877, through the efforts of President Tressler, the General Synod of the Lutheran Church met in Carthage for its biennial session. "Through the influence of that auspicious meeting of synod," declared the Republican, "Carthage and her college became household words throughout the wide bound areas of that church in every state and territory of the union." February 25, 1880.

2. Carthaginian, Bound Volume III-IV, pp. 132-133.

the end. When the labored breathing had ceased and the manly form was at rest, the window blinds of the death chamber were thrown wide open and the rays of the rising sun flooded the room with golden light, and we knew that the spirit which had taken its flight had entered into glory celestial. Then at the request of the aged mother and the broken-hearted widow, kneeling around the prostrate body, I led that sorrowing, stricken little company in prayer. I think that was the most solemn and at the same time the most precious service I ever performed.”¹

1. E. F. Bartholomew, *Historical Sketch*, pp. 3-4. A lengthy account of President Tressler's life and last illness appeared in the *Republican*, February 25, 1880, under the title of "A Shining Mark." He was quoted as having said, "O, God, bless Carthage College, I would lay down my life for it, my all which has cost so much endurance."

The body was viewed during the forenoon of February 23, by many people from Carthage and nearby points. The funeral procession from the residence to Trinity Church was preceded by Company G. of the Eighth Regiment N. G. in uniform as a guard of honor. When the funeral cortege reached the church it was filled to overflowing. Service was conducted by the Rev. C. Kuhl, the choral service was directed by Professor D. F. Easterday assisted by the church choir. Two other ministers officiated while the Rev. M. Rhodes of St. Louis, delivered a memorial discourse on the text from John XII, 7: "What I do, thou knowest not now; but thou shalt know hereafter." *Carthaginian*, Volume III-IV, p. 141.

CHAPTER III

CARTHAGE NON DELEND A

THE sudden loss of the first president caused a profound shock to the college and its constituents. We may gain some conception of the effect produced from the words of Doctor Bartholomew of the faculty, "The death of President Tressler," he said, "was a most serious blow to the college and to the whole community. In our sore bereavement and confusion of mind we tried to carry on the work but we were like sheep without a shepherd and things were not as they used to be."¹ Immediate arrangements for continuing the administrative and teaching activities of the college were made at an informal meeting of the members of the board of commissioners who were in Carthage to attend the funeral.²

At its first meeting after the president's death, the faculty adopted resolutions of sympathy and regard for their departed colleague. The sentiments conveyed may be better expressed by quoting from one of the resolutions which ran thus: "Resolved that in

1. Historical Sketch, 4.

2. The president of the board of commissioners, assisted by the secretary, was designated acting president of the college. Professor Easterday was chosen treasurer to be assisted by Professor Richard. A committee to secure a successor to the presidency of the college was appointed. In place of the president of the board as acting head, the faculty with the approval of the commissioners chose Easterday for that position probably since he as the senior member of the faculty had practically been acting head of the college during President Tressler's long absence in the fall and winter of 1879. His other administrative duties included those of the treasurer and membership on a committee appointed to arrange a settlement between the estate of President Tressler and Carthage College. For some time it seems, he was unable to attend to his teaching duties because of a severe nervous disorder. Minutes of the Commissioners, p. 40.

him the college has lost an efficient President and the Church a useful man. As chairman of the faculty, he had a rare combination of qualities which fitted him admirably for the position; as a colleague in all our labors, he was kind, generous, warmhearted and earnest. He administered the affairs of the college with great skill and marked ability. To his colleagues, he was a brother, to the students a father, for all he cherished the kindest regards." At this meeting too, resolutions of condolence from two sister colleges, Pennsylvania College and Wittenberg College, were received and ordered to be included in the minutes.¹ The student body made known its deep devotion by declaring "we have lost an instructor and friend most worthy of our admiration, not only for his learning and skill in teaching, but also for his sincere devotion to our interests for which he will ever be held in remembrance."²

A CRITICAL INTERLUDE

President Tressler's death made necessary a reorganization of college financial and administrative matters. In order to consummate the plan he had begun several years before he died, the board of commissioners resolved in May, 1880, to assume the debt on the college originally taken over by President Tressler. Their next step was that of electing some of the commission to membership on the board of trustees whereupon as members of this board, they could vote to have the stock of Carthage College assigned to the Synod of Central Illinois to hold the same as a trustee and distribute it to the several supporting synods. In this manner by transferring the stock to the synods, they would have in their hands full property right in the college and control over it. Since the synods as the owners of Carthage College

1. Record of the Faculty, p. 99.

2. Carthage Republican, March 3, 1880, Bound Volume 1880.

would thereafter act solely through their elected representatives on the board of trustees, no further need for a board of commissioners would exist.

By May, 1881, all of these details including the distribution of the stock of Carthage College to the synods had been completed. Thereupon the board of commissioners after having crowned its more than ten years of existence by electing the Rev. J. A. Kunkelman as the new president, formally voted its own termination.¹ In the meantime, conditions at the college were growing so urgent that in December, 1881, the reorganized board of trustees was obliged to meet in special session.² Because of the financial emergency, the trustees decided to take immediate action to augment the endowment of the college. The plan called for the raising of \$25,000 in pledged subscriptions which were to be paid in cash upon certification by the treasurer of the college that \$10,000 of that amount in good subscriptions had been obtained. Citizens of Carthage and Hancock County were appealed to for money to remove the debt on the college. President Kunkelman, it was planned, would act as financial secretary of the college and go out to canvass for funds. But when he declined the offer, the board at length prevailed on Easterday to accept the difficult role. He was to turn over to the president his duties as treasurer while others of the faculty were to attend to his classes.³

The years that followed grew more dark and crit-

1. A Rev. William Wiles after accepting the presidency, resigned before the opening of college in September, 1880. Minutes of the Board of Commissioners, p. 48.

2. Under the by-laws adopted in 1881, the board of trustees was composed of two members elected from each of the seven supporting synods of Carthage College, and five members elected at large. They were elected for terms of two years.

3. The faculty "offered to donate certain amounts of their salaries for the purpose of meeting the present delinquencies of our treasury." The board in response voted "to accept the generous offer of the professors to the extent that each of them may determine upon for himself." Minutes of the Trustees from January 10, 1870, to May 15, 1884, p. 9.

ical. In the summer of 1883 shortly after a large number of circulars had been distributed containing a complete list of the faculty for the next school year, the entire faculty under President Kunkelman resigned. Some of them had been associated on the staff of Carthage College for many years.¹ A new faculty with the Rev. J. S. Detweiler as president was elected to replace those who resigned. But there probably was little that the new faculty could do to avert the deepening crisis. In the course of the year, the college fell badly behind in its salary payments to the faculty. In February, 1884, conditions at the college were regarded as being serious enough to hold a special session of the board of trustees at Carthage. On February 16, three days after the board adjourned, the faculty resigned, the second to do so in two years.²

On the personal endorsement of its members, the board at its meeting a few days before had authorized a loan for the purpose of paying faculty salaries.³ To provide for the future needs of the college, President Detweiler by authority of the board was to negotiate the sale of \$15,000 worth of bonds using the college property for security. He was given until May first to sell the bonds and the opening of the college the following September was made to depend on the success of his efforts.

1. Professor Easterday's resignation was the first to be announced. He left to accept a position as professor of natural philosophy and astronomy at the State University of Nebraska. *Republican*, June 27, 1883. Announcement of the resignations of Professors Richard, Kunkelman, Bartholomew and Brubaker came later. *Ibid*, July 25.

2. Doctor Bartholomew characterized the resignation of the faculty of 1884 as "an unheard of event." In his opinion, they "went on a strike and took it upon themselves to declare Carthage College closed and defunct." *Historical Sketch*, p. 6. They however remained at their posts and continued their teaching until April 4. *Republican*, April 9. According to one account they were prevailed upon by the earnest solicitation of students to continue holding classes.

3. For want of funds with which to pay them, the "old faculty who had resigned the year before, were given notes bearing six per cent interest for what the college owed them in salaries, amounting to \$2300." *Minutes of the Trustees*, pp. 18-19.

In the event of failure to float the bonds, the board declared there was no other course to pursue than to place the college endowment and all property arising from the endowment in the hands of some third party who would act to all intents and purposes as a receiver with instructions to convert such endowment and property into cash, to pay all claims of indebtedness against the college and such current expenditures as would be needed to complete the present college year. Thereafter the institution would suspend its activities and close its doors.

In those crucial months of 1884, speculation as to the ultimate fate of Carthage College was rife. There was much misrepresentation. In their local papers, citizens of Carthage read confusing statements concerning the college and its future.¹ Mysterious rumors and counter rumors filled the air. At synod meetings, strange questions about the legal title of the synods to Carthage College were raised and men spoke mysteriously of some "lost endowment notes." That certain members of the board and of the synods, of the faculty itself in fact, were deliberately conspiring against the college is not hard to believe. "Treason became rife in the faculty," declared Doctor Kuhl, "and finally broke out in violent hostility of some of its members." He was confident in his belief that a definite movement to put the institution into receivership as a means of bringing about its suspension was current.

1. The Carthage Gazette as quoted by the Republican, informed its readers that President Detweiler had announced the suspension of the college. "The college, the Gazette stated, has no faculty, no professors, except the president, no tutors, no classes, and pays no bills for educational purposes—The college is in a state of suspension." This statement, the Republican proceeded to refute by declaring that no resignations of the faculty had been accepted by the board. No classes in college had been suspended but all were being held by their instructors. The Republican, however, did concede that there might be a "temporary suspension on the first of May when indebtedness on the institution accrued." It was the opinion of this paper that the Lutheran Church at large would not permit the college to go down. Republican, March 5, 1884.

The board of trustees was called to meet again in Carthage on April tenth. Since only seven members were present when the time for the meeting arrived, there was no quorum to transact business. This Doctor Kuhl and others felt certain was merely a piece of strategy planned by the enemies of the college to clear the way for its suspension. As a counter move, he and the president of the board, Doctor J. E. Tressler called the trustees who were present to meet in executive session to act on important matters claiming immediate attention. Of these, the faculty resignations of February 16 were the first to come before the executive committee for action. These the committee voted to accept since it regarded the resignations "at the time and in the manner offered as uncalled for and detrimental to the best interests of the college."

Having disposed of that matter, the next step was to approve or rescind the action of the board in February to place Carthage College in receivership. Uncertain for the moment as to the proper course to pursue, the committee hesitated. It was then that Mr. Kuhl, to go on with his story of what happened, announced his intention that the college should be continued and laid before the executive committee a plan to reorganize the school. After a careful study of his proposal, the committee voted to rescind the resolutions for receivership.

Upon accepting President Detweiler's resignation, the committee turned to the task of finding some one for the presidency. A telegram was sent to Doctor Bartholomew at Mt. Morris offering him the position.¹ He appeared the next day and after experiencing what seemed to have been an intense internal conflict decided to accept the offer. The committee, after electing two new professors, concluded its session by empowering the faculty to add to the teaching

1. In his Biographical Sketch, pp. 104-5, Kuhl tells how the executive committee decided upon Bartholomew as president of Carthage College.

staff "as the exigencies at the opening of school might require."

On the following evening commencement was held in Trinity Lutheran church. The church was filled with people eager to attend what everyone believed might be the last occasion of its kind. The outgoing president delivered the commencement address and degrees of graduation were conferred on five young women. Then as the president concluded by announcing that Carthage College would not be continued, the president-elect arose from his chair in the audience, stepped to the front, and to the amazement of all present, announced that it was the decision of the executive committee of the board to continue Carthage College by opening the next school year on September second. He closed with a passionate appeal to the constituents of the college and the citizens of Carthage for coöperation. The effect was sensational.¹

When fall came, at the appointed time, Carthage College as usual was ready to enroll students. But its fate for many years hung in the balance. An impression that the institution was to be brought under control of the citizens of Carthage and thereby cease as a church school gained wide circulation. Much was written and said to discourage further synodical aid and to give rise to a demand that the college, together with its endowment, be moved from Carthage. That such agitation after all must have come from a minority of the constituency from whom the college drew its support would seem reasonable to suppose, for when the board of trustees met in June, 1884, it voted to place its full seal of approval on the decision of

1. Many years later, Doctor Bartholomew vividly recalled the scene in which he held the spotlight on that evening in April, 1884. *Historical Sketch*, p. 8. According to the *Republican*, April 16, Dr. Bartholomew was introduced to the audience by T. J. Scofield, secretary of the board, who explained that it was the board's intention that the college should open in September and that a new faculty with Dr. Bartholomew as president had been elected.

the executive committee made two months before to continue Carthage College.¹

One of the new president's urgent tasks was to go out and collect what he could on outstanding endowment notes. On many of these notes of long standing, only small sums it appeared had been paid in and since many of these were considered almost worthless, the president was obliged to settle on the best terms possible. The results were often heart-breaking. As he journeyed from synod to synod, he encountered among those whom he approached varying moods of hostility, prejudice and indifference.²

Most of the president's efforts and those of the board were bent on unraveling the college's tangled financial skein. Above all, was the need of winning back friendly support. College revenue from student tuitions and interest on endowment touched a new low and presented a problem necessitating strict economies. Accordingly only five professors were employed at reduced salaries and only sparing use of tutors was made. Yet in spite of rigid economy and vigilant scrutiny, year by year, deficits in the accounts of the college plagued the administration. These were lean years for the faculty whose families were forced to skimp and save to make ends meet and even to go into debt to live.³

The Bartholomew administration, however, should be credited with making notable progress toward at-

1. At a meeting of stockholders in Carthage on May 15, trustees friendly to the college and its interests were elected. Biographical Sketch, p. 108.

2. President Bartholomew's collections during the summer of 1884 were about one hundred dollars. That the students warmly sympathized with him in his trying experience is made evident from comments in the *Carthaginian*, such as the editorial in the issue of October 1884, *Bound Vol.* 8-9.

3. On the faculty during the Bartholomew presidency was Professor W. K. Hill, who came to Carthage as a young unmarried man and while there married Kate Griffith, daughter of Doctor A. J. Griffith, of Carthage. For many years, the professor managed to support his growing family on a salary of eight hundred dollars.

taining financial stability. Many outstanding claims against the college were paid and its indebtedness materially reduced. An important example of this was the mortgage for \$10,000 against the institution since 1871. This had been reduced by more than one-third when Doctor Bartholomew became president, and during his presidency, the mortgage was brought down to \$5,600. In 1888, the board of trustees, at the president's recommendation, voted to apply the sum of one thousand dollars from a bequest to Carthage College toward a further reduction of the debt.¹

Much was accomplished by President Bartholomew to clear away the heavy clouds of antagonism, suspicion and hate and as they vanished, the cheering sunlight of a better day to follow began to shine. Certain irritating matters responsible for the unfortunate reports in circulation concerning the college were dispelled once and for all. One of these was the much agitated query by certain ones in the synods as to the ownership of Carthage College. For some years, trustees from the synods had persistently asked to know if they actually had legal title to the property and endowment of the college. A committee of the board of which the Rev. Francis Springer was chairman after careful examination prepared a report which was printed and distributed to the synods.² The report served the purpose of setting at rest a matter

1. This was the mortgage held by Ephraim Owen until his death in 1875 when the note came into possession of his wife as executrix of the estate.

2. The report showed that Carthage College as a corporation had title to real estate consisting of seventeen acres made up of four plats constituting the main college grounds and one acre lying to the north. According to the report there was a total of 379 shares of Carthage College stock, most of which had a par value of one hundred dollars. Of this total number of shares, 302 were in the possession of the several Lutheran synods, having been assigned to them by the original owners. About one-fifth of the total shares were held in small sums by individuals, the value of some of the shares being as low as ten dollars. Some of the stock certificates had passed out of sight. Record of the Trustees, p. 93.

that had long been a cause of trouble.¹ Another committee appointed by the board delved into the mystery of the "lost endowment notes" which was being exploited by the enemies of Carthage College to the injury of the institution. The committee was successful, it seems, in its quest for a satisfactory answer to this perplexing engima.²

That the college at the close of President Bartholomew's term was still far from being in the clear was made evident for one thing by the declining student enrollment. The number of students, small at the beginning, was less in the last year of the administration when there were only seventy-five students in all, of whom scarcely a third were enrolled in the college itself. In 1888, the board instructed the executive committee to inquire into the causes for declining enrollment. The committee was given discretionary power to find and apply a remedy.³

Nevertheless when Doctor Bartholomew left the presidency, there were signs that the college, although severely weakened and shaken by the dreadful ordeal it was passing through, would survive. Its increasing circle of devoted friends was convinced that the school was destined to grow and flourish. For the present, they were determined in their own hearts to save the

1. The life story of Francis Springer is intervoven with the history of each of the Lutheran institutions of learning of the West. He helped to found Hillsboro College and was its president until its removal. He was the first president of Illinois State University until 1855. He was on the faculty of the University as professor of theology. Springer was greatly interested in establishing Carthage College and had an important part in founding the school. For a brief time, he was financial secretary of Carthage College and continued to be a member of its board of trustees from the Synod of Central Illinois until his death in 1892 at the advanced age of eighty-two years.

2. The report of the committee to the board is given at length in the Record of the Trustees, pp. 85-88.

3. After touching an all-time low in 1888, enrollment at Carthage College began to pick up. For 1888-89, there was a twenty-five per cent increase. In 1889-90, an increase of nearly seventy per cent was reported.

college at all costs from the designs of those who were plotting its destruction. And having taken the words *Carthago non delenda est* as their slogan, these valiant Carthaginians looked to the future of Carthage College with hope and confidence.¹

TOWARD BETTER DAYS

Efforts to get the college on its feet financially would depend among other things on whether it could maintain itself by living within its income. The problem of balancing its budget, however, continued to be more perplexing. In spite of extreme economies in faculty salaries and current expenditures, a deficit inevitably appeared at the end of the fiscal year. Unpaid balances on salaries added to the accumulating burden of debt. As a remedy for this condition, several possible measures of relief were explored notably a proposal to make an appeal for aid to the Lutheran Board of Education of the General Synod. At the convention of the General Synod in 1887, resolutions drafted by President Bartholomew were presented requesting that body to endorse the work of Carthage College and urgently appealing for an annual grant from the Board of Education. President Holmes Dysinger, who succeeded Doctor Bartholomew, continued to press the matter and presented the cause of the college in person to the General Synod in 1890 at its convention in Omaha. In consequence, the college received its first grant of one thousand dollars, a sum sufficient at least to pay the president's salary. The contact with the General Synod thus established was useful since it directed the attention of that body

1. This negative version of the famous words attributed to the Roman Senator Cato came into use in President Tressler's time. The words "*Carthago non delenda est*" appeared on the covers of early issues of the Carthaginian.

to the needs of an institution deserving of financial assistance.¹

In addition to devoting much thought toward replenishing the depleted treasury of the college, those concerned about its welfare believed some effective means to rid the school of its debt to be imperative.² In May, 1892, positive steps to that end were taken at a public meeting held in Carthage attended by citizens and representatives of the synod. The presiding officer, the Rev. Rhodes of St. Louis, unfolded a plan to meet the entire debt of about nine thousand dollars through subscriptions made by those present, including the trustees of the college from whom generous contributions were expected, to insure the plan's success. A fund amounting to somewhat more than the estimated debt was reported to have been raised at this meeting.

Considering the decided financial limitations with which it was obliged to carry on its activities as an educational institution, Carthage College made definite progress in academic matters during the Bartholomew and Dysinger presidencies. Under President Tressler, it will be recalled, two major programs of study, the classical and the scientific, were offered in the collegiate department. During Doctor Kunkelman's administration, these were continued and in conjunction with them, a ladies' course of three years length was offered for young women who were not interested in the other courses. When Doctor Bartholomew became president, the classical and scientific courses were continued but in place of the ladies' course, a new one designated as the Latin scientific course appeared.

1. At its annual meeting in 1888, the alumni of Carthage College decided to create an alumni professorship to be maintained for five years from contributions paid annually by members into the contingent fund. Their proposition received cordial support of the board of trustees. *Record of the Trustees*, p. 129.

2. The board in May, 1890, adopted a plan to pay the college debt by subscriptions from churches and communities interested in the college. Subscriptions were to be payable when \$10,000 had been pledged. *Record of Trustees*, p. 159.

Among other innovations of the Bartholomew administration was a system of elective subjects which students were permitted to choose, after having completed their prescribed studies. The elective subjects covered a broad range of courses, such as Greek, Latin, Hebrew, French, German, philosophy, mathematics, English, religion, history, political science, pedagogy, and the natural sciences.

When Doctor Dysinger became president, the Latin scientific course was dropped and to the original classical and scientific programs, a normal department for the training of students as teachers in the public schools of Illinois was added. The elaborate elective system of the previous administration was discontinued but a literary course of study leading to the degree of Bachelor of Literature was adopted. During this same administration, courses of study in the college for the first time were grouped under departments, ten in number.¹ At the close of President Dysinger's administration in 1895, Carthage College as announced in its catalogue was prepared to give courses in six main divisions. They included the college proper, the academy, the normal, the music, the Fine Arts and Business branches of study. It is significant to note that of these the largest number of students was enrolled in the Normal department, that the academy ranked second, the college proper third, and the music department fourth in number of students enrolled.²

1. These were the departments of mathematics and astronomy, Latin, Greek, English, German, French, Hebrew, science, history and political science, philosophy and Bible study. Carthage College catalogues, bound vol. 1872/73-1894/1895.

2. In order to supplement the regular courses, the custom of bringing in persons who were professionally well known in Carthage as special teachers and lecturers at the college was begun under President Bartholomew and continued by his successors. These men gave their services without charge. Mr. O. F. Berry lectured at the college on civil government, Doctor William Veatch gave lectures on practical hygiene and Doctor Robert Casburne conducted classes in anatomy and physiology. In 1890, Mr. Leon W. Berry of Carthage offered an annual prize of a gold medal to the member of the freshman class in college who had the highest average grade for the year.

President Dysinger followed certain well established practices of former presidents. One of them was that of bringing the college to the constant attention of the local community and the church synods. He spent portions of each year and practically all of the summer vacations on extended trips visiting many churches of the supporting synods and attending synodical conferences to solicit patronage for the college. These good will tours covered thousands of miles.¹ He endeavored to give the college publicity by distributing quantities of literature through the mails and as a means of advertising in Hancock County and other counties, the principal of the Normal department put in most of one summer distributing college literature, canvassing for students and attending county fairs and old settlers' gatherings. Contacts with superintendents of schools were also maintained. In 1893, Carthage College adopted a policy followed by other institutions of admitting to the freshman class graduates of accredited high schools without examination or recommendation of high school principals. For purposes of publicity, that was a special advantage since it brought the college into immediate touch with the better type of high schools and their graduates.

LIFE ON THE CAMPUS

In the twenty odd years since the founding of Carthage College, the grounds or campus had not changed noticeably in appearance. The campus included seventeen acres, most of it in a square tract consisting of four large lots. One acre lay to the north and was separated from the main part by a road running east and west. The main college build-

1. In commenting on the indifferent support given Carthage College by some of the ministers on its territory, Doctor Dysinger recalled that of the twenty-two sons and daughters of ministers who were attending college, only two were students at Carthage. Carthage College from August, 1888 to June, 1895. Holmes Dysinger.



ALMA MATER

*Looking far o'er Hancock's prairies,
Rising from the plain,
Monument to years of wisdom,
Stands our dear Old Main.*

ing, a tall, commanding structure of brick, stood some distance back from the road which is now an important state highway of Illinois. On either side of the building stood frame dormitories, one to the east, Philo Hall for men, one to the west, Clio Hall for women. The president's residence, the "White House," was situated on the southwest corner of the campus.¹ A dining hall which stood on land given the college by Doctor Kuhl, and a two story frame house, part of which was used as a laundry, both buildings being north of the main building, completed the group of structures that housed Carthage College.²

The college grounds, almost bare of trees, were made up of an expanse of grassy meadow which in its natural state afforded excellent pasturage for the cattle and horses of the neighborhood as they roamed and grazed over it. This was not entirely a disadvantage for it was one way of keeping down the grass in a day when lawnmowers were not in general use. Two rows of tiny evergreens flanked the sides of the walk leading from the college building.³ This became in time the celebrated Evergreen Walk with its accumulated tradition. A board fence for some time enclosed part of the grounds but as it fell into disrepair, it was taken down and the boards were used for much needed walks. In President Dysinger's time, some further improvements were made. The White House, thanks to the generosity of some citizens of Carthage, received a new coat of white paint to justify the name by which it was known. A new slate roof replaced the leading shingle roof on the college building. The dormitories were made more attrac-

1. The president's home was built by B. P. Peterson. He occupied it for a time and then sold it to Carthage College. He built a duplicate house a block west set well back from the road. History of Carthage College from files of Carthage Republican.

2. The laundry for a time was conducted by two Chinamen.

3. The evergreens were planted and tended by President Bartholomew and his colleagues of the faculty.

tive by means of the proceeds of a festival held in Carthage.

The college community which included the faculty, students, and certain ones employed by the school numbered about two hundred. During the Tressler administration, the number rose to over two hundred, which was a record not attained again until the late 1890's. The faculty which formerly had as many as seven professors, in later years had only four or five. Student enrollment for the years from 1880-95 fluctuated, of course, ranging from seventy-five in 1884 to one hundred eighty-five in 1892.

Life on the campus as it was lived by the president was arduous. It was filled with a round of duties and responsibilities. When not away to attend synodical conferences or preaching in churches on the college territory, he spent his time looking after administrative affairs, conducting faculty meetings, teaching from fifteen to twenty hours a week and serving as the pastor of Trinity Lutheran Church. What time remained to him after this "around the clock schedule," the president had for himself and his family.

As for the faculty, their teaching hours were long, their administrative cares often heavy. Some of the faculty under President Bartholomew taught thirty hours a week. President Dysinger's report to the board in 1891 revealed that for the three terms of the school year 1890-91, the professor who had the heaviest schedule taught twenty-six, twenty-four, and twenty-two hours respectively, while the one who had the lightest teaching load taught nineteen, twenty, and twenty-one hours. According to his report for 1893-94, the president's hours were the heaviest, being twenty-three, twenty-eight, and thirty-one for the three terms. Of the two professors who had the lightest schedules, one taught twenty-two, twenty-

seven, and twenty-three, the others twenty-five, twenty-four, and twenty-three hours.¹

On the faculty as a whole rested the responsibility of enforcing the academic and disciplinary policies laid down by the board of trustees. It was they who made the rules needed to enforce such policies. The rules covered matters concerning courses of study pursued by students, participation in extra-curricular activities, and student discipline in general. As a member of one or more committees, or as librarian or curator of the reading room, a professor had enough to occupy his attention outside of classes. During the summer, he was urged to spend much time canvassing for students. He and his colleagues of the faculty enjoyed only a relative degree of freedom from supervision. They were required to keep a record of their meetings which was submitted to the board at its annual meeting. Compulsory attendance at chapel was imposed. Absences from class by the faculty had to be reported to the president who in turn was required to make a report of them to the board.

Salaries were undeniably small.² If measured, however, by the prevailing costs of living in the eighties and nineties, they would not have been so inadequate had they been fully paid each year. Real hardship resulted when a professor received scarcely half of his rated salary for the year and had to wait

1. In addition to teaching, every faculty member put in some time each week in the "waiting room" where students who did not reside in the dormitories were required to be when not attending classes. The waiting room was supposed to be a place of study, silence and decorum, but for the professor who was in charge, the task of maintaining these ideal conditions often was a severe test of his ability as a disciplinarian. Students living in the dormitories were required to return to their rooms for study when not in class.

2. Although salaries varied, much of the time the president received about one thousand dollars and free use of his residence. Professors were paid about eight hundred and tutors four hundred dollars and less.

until the next year for the unpaid portion of the current year's salary.¹ For the unpaid portions, the college would usually give its notes with interest. Each year between the close of one scholastic year and the opening of the next, some money would be paid on the notes held by the faculty and new notes would be given them for the remainder still due. When these cash disbursements took place, members of the present faculty were given preference to former faculty members having claims for unpaid salaries.²

For the young person who wanted a college education and the experience of living and associating with young people having similar tastes and desires, Carthage College had many advantages to offer. By 1892, the academy provided a four-year program of study, the equivalent of a standard high school course. In the normal department a two years' course was available for those who desired a first grade teaching certificate. For a five years' state teacher's certificate, three years' training was required, while a life certificate was granted to students who completed a four years' program in the Normal department. The department of music was equipped to give its students both vocal and instrumental training. The college itself gave students a choice of three courses, leading to the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Literature degrees. After graduating, a student might go on with his formal education by taking up graduate study in a chosen major field. Upon completion of his studies and the preparation

1. Doctor Dysinger tells that at the end of his first year as president less than one-half of salaries had been paid and the board of trustees adjourned its meeting with nine cents in the college treasury.

2. Faculty relations with the college during these critical times must have been very unsatisfactory. Two entire faculties in successive years resigned their positions. As conditions improved, there grew to be more continuity and stability in faculty personnel, indicative of a more wholesome relationship between college and faculty.

of a thesis, he received the master's degree.¹

Attendance at Carthage College was quite inexpensive. Students were in a position to capitalize on the promise that the college would reduce every item of expense to the lowest point in order to bring the advantages of a college education within the reach of every one. During the first three years of the Tressler administration, tuition rates ranged from twenty-four to thirty dollars a year. After a slight increase they remained at twenty-five dollars until 1881 when tuitions at Carthage were raised to thirty-two dollars and continued at that rate for many years. Students who lived in the dormitories found living costs very reasonable. Until 1878, they were given room and board at rates of from seventy to one hundred and five dollars a year. Students living with private families paid at least one hundred dollars and more. After 1878, resident students were obliged to pay more for their living and except for a sharp though temporary drop, living costs for students at the dormitories remained at about the same level. Those students who lived away from the campus always paid considerably more in room rent and board.²

As a church supported school, Carthage provided its students with abundant opportunity for religious study and Christian living. Daily chapel services were held and faculty and students were required to

1. In response to encouragement from the college authorities there were usually several graduate students at Carthage College. After 1880, the degree of Master of Arts may be said to have been an earned degree, representing a certain amount of research study in some major and two minor subjects. In earlier years, it had been customary to confer the Master's degree to graduates of several years' standing, as a kind of honorary reward.

2. For resident students, the estimated cost for tuition, room rent and board during 1874-79 was about one hundred twenty dollars a year as compared with one hundred sixty dollars for non-resident students. During 1879-87, estimated costs for these three items ranged from \$125-150 for students residing on the campus, which compared with \$135-175 for those who resided away from the college. Carthage College Catalogues, bound vol., 1872/73-1894/95.

attend. Bible study was made a requirement in the freshman and sophomore college years. For junior and senior students, it was made elective. On certain days, such as the day of prayer for colleges which was annually observed, special religious services were conducted in chapel and in Trinity Lutheran Church. Classes were suspended for the day so that students might be present. The young men's and young women's Christian Associations were active in fostering religious and moral life on the campus and in the community. Intimate contact with Trinity Lutheran Church was maintained by faculty and students of Lutheran faith, while for those of other Protestant denominations, the Methodist, Baptist, Presbyterian, and Christian churches in Carthage were available as places of worship.

Improved facilities for study in classroom and laboratory and in the library came in due course. Books numbering several hundred, many of them gifts from friends and members of the faculty, were acquired. Interested members of the faculty also gave of their time and money to build bookshelves for the library and to construct and improvise laboratory equipment. The reading room was supplied with current periodicals, newspapers, and other reading matter.

Through its student organizations, the college aimed to provide for the young people in its care an important part of their education. Oldest and best known were the two literary societies, Cicero and Galileo, to one of which students were expected to belong. The programs of the societies included what were termed rhetorical exercises, such as orations, declamations and essays presented by members at their regular meetings. Since rhetorical work was required for which college credit was given, the faculty, backed by the board, insisted that students who did not belong to Cicero or Galileo and therefore did not perform in their rhetorical should make up

this work in a special class meeting at the same time when the societies met and in charge of the professor of English. Members of the societies who were delinquent in rhetoricals were required to make up their delinquencies at the same time and in the same manner. To many students who were affected by it, this rule of the college was very distasteful. Especially does it seem, was this true of those who were not in sympathy with the requirement as to rhetoricals.¹

Except for certain intervals, Carthage College since 1875 had supported an official student publication. Known at first as the *Carthaginian*, it was managed mainly by the literary societies and supervised by an editor-in-chief of the faculty. For a time, entire control of the paper was entrusted to the societies under a faculty editor. Under such arrangement, the *Carthaginian* was used by the college as an advertising medium and by the students for publishing the news. Incidentally, the paper furnished an opportunity for the budding forth of whatever literary and journalistic talent the student body afforded. Under a subsequent change in policy, the college paper was named the *Collegian*, and its control was entirely taken over by the faculty, four of whom were elected by that body to act as editor, associate editor, business manager and assistant business manager. Under this arrangement, possibility for student participation in its management apparently did not exist and in the circumstances, the *Collegian* could hardly have been called a student publication.

Day by day, life on the campus did not afford much time for idleness for the serious student. A normal weekly schedule consisted of eighteen or twenty periods of class recitation and lectures. In addition, there was attendance at chapel and at literary socie-

1. In an annual report to the board, President Dysinger informed the trustees that some students, because of their dislike of this requirement, had left college before the close of the term. Record of the Trustees, pp. 228-29.

ties. Class periods were fifty-five minutes. They began at eight in the morning and continued except for a fifteen-minute interval for chapel until noon. Afternoon classes began at one-fifteen and might last until four or later. When not in classes, resident students were expected to be in their rooms in the dormitories. Non-resident students must be in the waiting room.

During the Tressler administration, the scholastic year of two terms of seventeen and one-half weeks each was broken by only three holidays. The daily routine, however, was set aside to allow an occasional day off when permission might be given students to visits points away from Carthage.¹ Under following administrations, the school year was lengthened to thirty-seven weeks of three terms, but included a Christmas vacation of about two weeks. Evidently, the desire to escape the restraints of campus life at times was strong. Cases of students absenting themselves from the college without permission to go to nearby towns called for repeated disciplinary action. Violation of a rule forbidding students to be present at gatherings where certain "questionable amusements" were engaged in likewise received attention from the faculty.

Most men of the student body at one time or another may have had something like a sentimental interest in the building on the campus which sheltered the fair co-eds. The west dormitory, was not particularly attractive. It did not have many conveniences and comforts. But it had a parlor or drawing room with suitable furnishings, where the young ladies might receive and entertain their gentlemen friends and other callers, on Friday evenings from seven to nine. As visitors were permitted at no other time except by special permission, one may understand why it was

1. Such permission was granted for some years in September shortly after college opened. The students were given a day off to visit the Iowa State Fair in Keokuk.

that on Friday evenings especially the west dormitory became the campus mecca for male visitors. Over the many paths which led to its portals hastened eager young men who looked forward to their weekly calls at the dormitory. While there, they were under the more or less furtive observation of the matron in charge.¹

Student energies, when not applied to normal study and other regular activities, were as apt as not to overflow into other channels than those planned by the college. For the want of more constructive things to do, such as football, basketball and other sports, students engaged in pranks of a more or less inoffensive nature. These student pranks afforded "much fun to the perpetrators" but were a "thorn in the flesh of the professors."²

The college campus was the center of much activity when the concluding graduating exercises were held. For several weeks in advance, faculty and students were making preparations for this event. All

1. The west dormitory was better furnished and kept in better condition than the dormitory for men which had poor furnishings and was badly in need of repair. Weekly visits at the dormitory by men students at times inspired poetic comment as the following lines appearing in the Carthaginian bound volume, 7-8, November, 1885, p. 36 will show—

A senior went to the ladies' hall
To make his usual weekly call.
They sat engaged in meditation,
Suddenly she asks, "What's osculation?"
The solemn senior bent his head,
"That's osculation, Ma'am," he said.

2. The ringing of the college bell in the dead of night disturbed at times the slumbers of the faculty. Commenting on this nocturnal prank, Doctor Bartholomew called to mind that the faculty would rush up to the bell room, only to fail in their attempt to apprehend the culprits. They discovered no one there but the bell kept on ringing. "One night," he tells us, "the students captured a poor old horse that was quietly grazing on the campus and managed to get it up four flights of stairs into one of the recitation rooms. One night they carried an old abandoned hearse from down town to the upper floor of the college building and rigged it up in great style. Sometimes they would hang certain individuals in effigy from the limb of a tree. It was hazardous for any professor to become just a little too exacting or autocratic." *Historical Sketch*, pp. 5-6.

graduates, whether from the college, the academy, or the normal department, were required to prepare orations on assigned topics to be delivered on Commencement day. Seniors who planned to enter the oratorical contest for the Tressler prize and juniors getting ready to participate in the contest for the best essay presented by one of their class, were busy at work on their master pieces.¹

The year 1895 was a milestone in the history of the college. It marked a quarter century of progress for a liberal arts college situated in the great American Middle West engaged in training its students for Christian service and leadership.² Since its first graduating class in 1875, one hundred and forty-five students were graduated from the college proper. In this company of young people who went forth from Carthage College were to be found a college president, five missionaries in the foreign field, nineteen ministers, six doctors, five lawyers. Nine became teachers and educators.³ The rest was made up of farmers, merchants, bankers and housewives.⁴ The years they spent on the campus of Carthage College undoubtedly helped to mold the lives of these young Carthaginians.

1. A synopsis of addresses given at Commencement by members of the graduating class usually appeared in the last issue of the Carthaginian. Bound Vol. 7-8, May, 1885, pp. 156-160; May, 1886, pp. 155-56.

2. The anniversary was featured by the publication of a souvenir of Carthage College and the city of Carthage edited by A. W. O'Harra, a copy of which was made available through the courtesy of Mr. and Mrs. Earl Bell of Carthage.

3. There were four teachers, two principals of high schools, one superintendent of schools, and two college professors.

4. These included four farmers, two merchants, two bankers and one manufacturer.

CHAPTER IV

PROGRESS, MATERIAL AND CULTURAL

WITH the opening of the fall term in 1895, Carthage College entered upon the second quarter century of its history. A new administration was about to take over. At its meeting in May, the board had unanimously elected to the presidency the Reverend J. M. Ruthrauf to succeed Dr. Dysinger, who had resigned after seven years of service. The new head of the college, having remained at his pastorate in Dixon during the summer, arrived in Carthage in early September to begin his duties.

President Ruthrauf and his board had before them an offer of financial aid for the college that was at once a present challenge and a promise of a better future. Under the terms of his proposition as accepted by the board, Mr. Henry Denhart, banker of Washington, Illinois, and member of that body, agreed to give the sum of ten thousand dollars to Carthage College, this gift to be made on certain conditions. The conditions in substance were that the churches of the supporting synods would pay all indebtedness of the college; in addition that the synods raise enough money to create a productive endowment including present endowment of fifty thousand dollars; that the citizens of Carthage and vicinity provide funds to improve the college building by means of modern heating and lighting systems. They were also to build a new dormitory equipped with modern conveniences for which they were to hold a lien on the property so improved for the money expended until the synods had fully complied with the condi-

tions they agreed to undertake.¹ A total of not less than ten thousand dollars was to be spent on these improvements.

When Mr. Denhart's offer was made, the college was in debt between fifteen and sixteen thousand dollars, of which more than four thousand was owed on professors' salaries. The present productive endowment was valued at about thirteen or fourteen thousand. To meet its salary obligations and other "pressing indebtedness," the board of trustees voted to borrow twenty-five hundred dollars from the Hancock County National Bank for six months. Practically the entire proceeds of the loan went to pay back salaries, notes being given the faculty for the remaining unpaid portions of their salaries. When the note held by the bank fell due, the college board being without available resources, exerted its persuasive power on the bank to renew the loan for another six months and on the faculty to accept new notes from the college in place of the ones they held.² Under these circumstances, Mr. Denhart's proffered financial aid must have seemed like a message from on high.

The several supporting synods held special sessions and all took favorable action with respect to the Denhart proposition. When, therefore, President Ruthrauf paid his first visits to the churches in the synods of Northern Illinois, Central Illinois, and Iowa, he met with encouraging response. "There has probably not been a time since Doctor Tressler's death," he said on returning from his visits, "when the synods have been so perfectly united and so closely drawn toward the college as at present. Nearly all, if not all, the animosities of the past have been allayed."³

1. To meet immediate financial needs, Mr. Denhart agreed to pay twelve hundred dollars annually for two years for the support of the college. The above named conditions were to be completed within two years from June first, 1895. Twenty-eighth Annual Convention of the Evangelical Lutheran Synod of Central Illinois, p. 14.

2. Record of the Trustees, p. 299.

3. Record of the Trustees, p. 294.

NEW HORIZONS

During the next two years, President Ruthrauf spent much time canvassing the constituent territory of Carthage College. He was unable, however, because of unfavorable business conditions which affected severely the agricultural prosperity of the country, to consummate the campaign before the two years' limit was to expire. Accordingly, Mr. Denhart consented to extend the time for meeting the terms of his offer to June, 1900. He further consented to continue to pay the interest on ten thousand dollars toward current expenses of the college until the time set for completing the endowment campaign. With returning economic prosperity among farmers, made evident by rising prices of grain and livestock, the president decided upon a thorough recanvass of the churches. In the course of this itinerary, he revisited practically every congregation in the Iowa, Northern, Central, and Southern Illinois synods and for good measure, he included in his visitations several churches of the Wartburg synod. In consequence, President Ruthrauf was enabled to report to the board that he had raised about twenty-eight thousand dollars in cash and pledged subscriptions. This sum, it is true, fell considerably short of the goal. For the sum that remained to be collected, he therefore proposed that most of it, or about fifteen thousand, be secured from the General Synod in the east.¹

Previous appeals for aid, whether made in person or by correspondence with Lutherans in the east, yielded only meager results. President Ruthrauf therefore urgently recommended that through the General Synod an appeal be made to the Board of Education for a yearly grant of two thousand dollars for the next biennium; and that the Board on its part assume fifteen thousand of the sum still required to

1. Record of the Trustees, p. 381.

complete the Denhart offer. The board of trustees in reply resolved to endorse the president's recommendation and appointed those of its members who were delegates to the next meeting of the General Synod, as a committee with President Ruthrauf as its chairman to lay before that body the appeal of the college for aid.¹

In the meantime, what were the citizens of Carthage and vicinity doing to fulfill their obligation? Under the direction of a citizen's committee of prominent men and women of Carthage, a canvass for money had been started.² But bad economic conditions among local farmers and business men prevented an intensive prosecution of it as planned. However, by the summer of 1898 as a result of efforts of leading citizens aided by President Ruthrauf, more than one-half of the required sum to be furnished by them was reported to have been raised. By September of the next year so vigorously was the campaign pushed, that an audit of the records of the citizens' committee showed that Carthage and vicinity had oversubscribed their required amount.³

The attention of constituents of the college was riveted on the outcome of the prolonged canvass as the deadline for its termination drew near. The citi-

1. The board justified its action by declaring "that Carthage College occupies a territory peculiarly her own which cannot be adequately served by any other General Synod college." Record of Trustees, p. 382 and p. 390.

2. The committee, as constituted in May, 1896, consisted of Dr. E. M. Robbins, Thomas J. McMahan, C. G. Clark, Col. John Elder, A. W. O'Harra, O. F. Berry, W. C. Carleton, S. H. Ferris, Edw. Cherrill, Charles S. DeHart, J. W. Williams, Mrs. Julia Ferris, Mrs. W. C. Hooker, Mrs. W. K. Hill, and Mrs. C. B. Newcomer. As reported in September, 1889, the committee included Dr. Robbins, Thos. J. McMahan, C. G. Clark, Col. Elder, A. W. O'Harra, Gilbert Tillspaugh, S. H. Ferris, Edw. Cherrill, M. P. Berry, C. S. Dehart, J. W. Williams, Mrs. Ferris, Mrs. Hooker, Mrs. Hill, and Mrs. C. B. Newcomer. Report on Endowment Debt and Contingent Fund of Carthage College, September 28, 1899. Record of Trustees, opp. p. 403.

3. Signed statement of Auditing Committee, Adam A. Krape and Duane Pennock. September 22, 1899, Record of Trustees, p. 403.

zens' committee, having made sure that Carthage had succeeded in reaching its quota, before paying over the money, appointed a sub-committee of three of its members, to determine if the synods on their part had been successful in obtaining the sums needed to satisfy their obligations. In its report, the sub-committee stated that in addition to the fifty thousand dollars of endowment to be raised, the synods must produce a college indebtedness fund of about thirteen thousand dollars. It was the judgment of the committee, after examining the notes, mortgages, bonds, real estate, and subscriptions held by the college, that the synods were still short by several thousand dollars of the required sum of sixty-three thousand dollars.¹

In his report to the board of trustees on September 29, President Ruthrauf by means of figures from his records was able to show, however, that with the help of the district synods and the gift from the General Synod, the college had succeeded in fully meeting the conditions of Mr. Denhart's offer. He announced these gratifying results "with a profound sense of gratitude to God for His guidance and blessing, upon the work undertaken with so much fear and anxiety four years ago."²

Some immediate material benefits were now made possible. Under the supervision of a committee of citizens in coöperation with the college administration, the main college building was renovated and

1. On the sub-committee were M. P. Berry, T. J. McMahan, Charles S. DeHart. Record of Trustees, opp. p. 403.

2. Estimates given by the sub-committee in its report and those submitted by President Ruthrauf differed in several particulars. According to the committee, the endowment was set at \$42,256, debt and contingent fund at \$4,152.50, making a total of \$46,309.26 endowment. To this was added the \$10,000 gift from Mr. Denhart, making a total of \$56,309.26 as against the required sum of \$63,035.98.

President Ruthrauf placed endowment at \$46,769.75, debt and contingent fund at \$16,316.22, making a total of \$63,085.97. Since the debt and contingent fund amounted to \$16,316.22 to offset the college debt of \$13,085.98, he recommended that the surplus of \$3,230.24 be transferred from this fund to the \$46,769.75 to raise endowment to the required \$50,000.

equipped with electric lights. A modern steam heating system was also installed. The college grounds were improved. Plans for the erection of a women's dormitory on the west side of the campus were carried through. Such an improvement was an extreme necessity since the old west dormitory for women had been destroyed by fire. After the loss of this building, women students not residing in Carthage were obliged to live in private homes in the city.¹ Construction of the new dormitory began during the summer of 1901, and was completed in time for occupation in the fall of that year. The new two-story structure, appropriately named after the Washington banker and beneficiary of the college, made a valuable addition to the improvements on the campus. The first Denhart Hall was electrically lighted and steam-heated and provided attractive and comfortable accommodations for about thirty students.

President Ruthrauf did not remain to enjoy the benefits which accrued to the college from his labors.² Upon retiring from the presidency, he was succeeded by the Rev. F. L. Sigmund, who was elected to the vacant post on September 25, 1900, at a special session of the board.³ From personal knowledge of conditions as they existed at Carthage College, the new college president, it seemed, formed certain rather definite impressions as to the future needs of the institution. While it seemed to him that the citizens of Carthage and the supporting synods had manifested a friendly, loyal spirit to the college, this was not true of the Lutheran church at large. Leaders in the General Synod, mindful of the college's location

1. The same situation was true of the men who since the East Dormitory had been condemned as unfit for further use, were forced to find living quarters in Carthage.

2. He resigned to accept the presidency of Wittenberg College.

3. Mr. Sigmund was not a stranger in Carthage. He had been pastor of Trinity Lutheran Church since May, 1899, and was therefore personally known to the faculty and students of the college.

in a small rural community, quite remote from the center of the Lutheran constituency in the west, were apparently convinced that the "experiment" at Carthage would not succeed. Unless moved to change their opinions, the college need hardly look to them for further encouragement and support.

The new president, however, confidently believed that financial assistance from the Lutheran Church at large was indispensable to the continued growth of the institution. Strengthened by such convictions, President Sigmund attended the meeting of the General Synod at Des Moines in 1901 and was successful in securing from the Board of Education a larger appropriation toward the current needs of the college. At the next general convention in Baltimore in 1903, the board again voted to grant the same sums to Carthage for another two years. The college as a result received from this source during the years 1901-04 a total of nine thousand dollars toward current budget and an additional five thousand for endowment.¹

Nevertheless the first years of this administration were burdened with annual deficits and increasing indebtedness. For this condition, augmented costs attendant on expanding educational activities of the college seemed mainly responsible.² Yet if the new program of expansion were to go forward, the college must have larger financial resources at its command. It must have more productive endowment. In the full conviction that these things were sorely needed, the president approached Mr. Denhart with an urgent request for help. Early in 1903, while visiting at the

1. This aid was made possible by an amendment to the report of the Board of Education introduced by President Sigmund and accepted by the convention. Under its terms, the amendment directed "the board to pay the treasurer of Carthage College one-third of the receipts from the apportionment during the next biennium of which \$2,000 should be paid annually into the Contingent Fund and the rest applied to the endowment subscriptions of the General Synod." F. L. Sigmund, *Carthage College 1900-1909*, p. 1.

2. Fortunately, Mr. Denhart agreed to underwrite these deficits.

home of the Washington banker, he plied his host for a gift of one hundred thousand dollars to be added to the permanent endowment of Carthage College. Finding him not unresponsive, President Sigmund was encouraged to meet with him several more times to press the matter under consideration. Finally, on May sixth, at a meeting of the financial committee of the board of trustees, the great benefactor of Carthage College submitted his second major proposition of aid for Carthage College. It may be summarized briefly under three heads. First, he would give toward the current expenses of the college, five thousand dollars annually for five years, on the condition that the General Synod of the Lutheran Church continue to make its annual contribution toward the same object. Second, on or before June first, 1908, he would give to the college endowment the sum of one hundred thousand dollars, this on condition that the college in that time add a like amount to the same fund. Third, Mr. Denhart agreed to pay one-half of the cost of a building to be erected by Carthage College not to exceed twenty thousand. These terms were accepted by the college board and by the General Synod at its biennial meeting in Baltimore.¹

A memorable campaign for funds to meet Mr. Denhart's second offer to Carthage College ensued. Before the campaign had begun, that generous man of vision opened his purse and gave freely to various activities of the college in need of financial assistance.² One-half of the money needed to build the new gymnasium was given by him. Subscriptions covering the rest of the cost of this eleven thousand dollar two-story brick structure were obtained mainly through

1. From a memorandum by President Sigmund dated May 6, 1903. F. L. Sigmund, *Carthage College, 1900-1909*, p. 1.

2. Besides paying the deficits of the college, Mr. Denhart donated money to improve the library and the biological and chemical laboratories. Seventh Annual Convention Synod of Central Illinois. Report Board of Trustees, *Carthage College*, p. 26.

the personal solicitations of a field secretary employed for that specified purpose.¹

Faced with the greatest challenge thus far in its history, Carthage College prepared itself to meet it. Contacts made with the General Synod and the east might now stand the college in good stead. If turned to and carefully cultivated, might these contacts not be made important sources of funds? It was President Sigmund's certain belief that the Denhart offer could be completed only with the aid of generous contributions from friends of Christian education in the General Synod outside of college territory. To them, the college must look for its mainstay. The experience of Carthage in its four years' effort to raise money for the first Denhart offer, as well as the recent drive for funds for the new gymnasium, confirmed him in this conclusion.

More than a year was consumed with the preliminary spade-work to be done before the campaign could be put into full swing. By 1904, the concerted efforts of those engaged in this crucial canvass began to tell. Several men of means in the east when approached came forward with large gifts.² Through the personal work of the president, the General Synod in convention at Sunbury, Pennsylvania, in June, 1907, voted a grant of twenty-five thousand dollars to the college endowment and gave its notes for that sum to be executed as of May first, 1908.³

The several supporting synods undertook with

1. This was the Reverend A. B. Shrader, a graduate of Carthage College. Acting in the capacity of its field secretary, Mr. Shrader raised most of the money to complete the conditions of the Denhart offer. Having finished his mission, he gave up his position in 1905 and returned to active ministry.

2. Mr. William Pore of Pittsburgh, a member of the Board of Education of the General Synod, gave \$25,000. Mr. John C. Martin gave \$10,000 toward establishing a professorship in English Bible. Acting through his secretary, Andrew Carnegie agreed to give \$20,000 toward erecting a science building, the gift being made contingent on the satisfactory completion of the fund required by the Denhart offer.

3. Carthage College 1900-1909, p. 3.



SCIENCE BUILDING

enthusiasm to do their share. The Synod of Northern Illinois pledged itself for ten thousand, the synods of Central Illinois and Iowa each subscribed five thousand dollars. Notes for these sums were executed by the synods as of May first, 1908.¹

The campaign reached its full intensity in its last year. By that time, about one-half of the total sum was reported to have been subscribed.² President Sigmund was relieved of all administrative and teaching duties at the college so that he might devote himself unreservedly to the campaign now entering its last stage. He was apparently under great physical strain as he traveled about and in the spring of 1908 narrowly escaped having a nervous breakdown.³ In order to bring the campaign to a successful conclusion, the Board of Education of the General Synod met in Carthage on May 19, 1908 and put on an intensified drive for funds. People in Carthage were urgently solicited. Letters and telegrams asking for gifts to the endowment were addressed to many who might be expected to help the college attain its goal. The results were gratifying.⁴ The closing days of the canvass brought in belated contributions of a thousand dollars and less. On the first day of June, the college treasurer could report he had received in subscriptions and cash an amount somewhat more than the required sum.

Although the college had met the conditions for

1. At their annual meetings in 1906, the Iowa and Central Illinois Synods resolved each to raise \$15,000 for the endowment. But owing to the panic of 1907, neither body felt it could safely pledge itself for so large an amount. Carthage College, 1900-1909, p. 4; Fifty-fourth Annual Convention, Synod of Iowa, 1909, p. 34; Sixty-third Annual Convention, Synod of Central Illinois, 1908, p. 12.

2. "The work has been going on so quietly and systematically," commented the Carthage Republican, "that a great public showing has not been made but the tangible results are in evidence of a careful and statesmanlike campaign in the field of finance that Carthage College might live and grow, and President Sigmund's name will not be written small in the history of Carthage College when the record is written up." April 10, 1907.

3. Letter, December 19, 1943.

4. Sigmund, Carthage College, 1900-1909, p. 4.

the new endowment in full by June, 1908, no formal settlement of the matter was made until January 19 of the following year when at a special session of the board of trustees, Mr. Denhart accepted the funds, pledged and paid. For some time prior to this, according to the president, a movement against him had developed among some members of the board. As early as May 28 as the campaign was about to close, the trustees by a close vote decided to ask him for his resignation to be effective in August. But when the time arrived, the board voted not to accept his resignation.¹ Later, however, Doctor Sigmund was told by a member of the board "that there would be no settlement until his irrevocable resignation was in hand to take effect in May, 1909." Whereupon he decided to tender his resignation to a mutual friend on the board as "a guarantee of good faith" and thereby cleared the way for the board's action at its meeting the following January. Not long after this, Doctor Sigmund gave up the presidency and left Carthage immediately to accept a position in New York City.² In September at the request of a board member, he obligingly furnished information desired by the Carnegie people to make certain that the Denhart endowment conditions had been satisfied before making their contribution to Carthage College toward the erection of a new science building.

When the Sigmund administration closed, Carthage College came into possession of an endowment, including both old and new, of approximately a quarter million dollars. Of the new endowment of two hundred thousand, Mr. Denhart gave half, the other half or one hundred thousand came chiefly from donors residing in eastern states. Including the gift

1. The first vote on May 28, 1908, was seven to six. On August first, the board with all members present voted eight to seven against accepting President Sigmund's tendered resignation. Sigmund, *Carthage College, 1900-1909*, p. 4.

2. He became secretary of the Extension Department of the Bible Training School of New York City. *Fifty-fifth Annual Convention of Synod of Iowa, 1909*, p. 39.

of the General Synod, not less than sixty thousand dollars were contributions from eastern sources. The dependence of the college on these contributions outside of its own constituency was thus made evident. Had it not been for this assistance, the money to complete the new endowment, as President Sigmund foresaw, would probably not have been raised.¹

THE BROADENING LIBERAL ARTS

During the Ruthrauf and Sigmund presidencies, an expansion of the liberal arts program at Carthage College was in progress. In the college itself, departmental lines were being reshaped. Some departments were being consolidated into larger ones. Some were divided into two or more smaller units. In some instances, courses of study relating to a certain field or subject were transferred from one department to another.² One or two entirely new departments were

1. Reflecting on the difficulties experienced in the course of the endowment campaign from a perspective of forty years, Doctor Sigmund wrote, "While the faculty and instructors were qualified for their work in the classroom, and many passed on to distinction to other institutions in later years, none of us had any administrative experience or preparation for the campaign to secure funds to meet Mr. Denhart's offer. We had no precedents to guide us in laying the plans for soliciting funds. No institution of the Lutheran Church had ever undertaken to secure such an increase of funds as we were trying to accumulate. It is true that before our campaign was completed several other Lutheran colleges had started similar undertakings even on a larger scale, but I believe ours was the first and the largest fund for buildings and endowment to be accumulated by 1909. Carthage College, 1900-1909, pp. 4-5.

2. In 1899-1900, the department of Mental and Moral philosophy and a department of Biblical History and Criticism were added. The department of history was expanded to include courses in social science. In 1901-1902 appeared the department of ancient languages in which were included Latin and Latin literature and Greek and Greek literature. In 1903-1904, the department of Romance languages including French, Spanish, and Italian was discontinued and a department of French language and literature substituted, the courses in Spanish and Italian being dropped. In 1904-05, the department of mathematics and astronomy was changed to Mathematics and Physics, the last named courses being taken from the department of Natural Sciences which was divided into three parts, biology, chemistry, and geology.

created.¹ New courses of study appeared every year, especially in such departments as those of the Ancient languages, English language, and literature, history and social sciences, and the natural sciences.

Some of these new courses were added to the list of required subjects while others were placed on the expanding list of electives. In the freshman and sophomore years of college, all courses, whether leading to the Bachelor of Arts, of Science, or of the Literature degrees, up to a total of eighteen hours a week were required. Beyond that number the student might be required by special faculty action to take elective work. Juniors and seniors, after completing their schedules of required courses, were permitted to choose from a liberal number of elective subjects. They might elect not merely to take courses leading to the degree for which they were aspiring. They were permitted to elect courses offered for the other degrees, provided these were not part of the students' required studies. To guard against an abuse of the elective plan, the student when electing a certain course at the beginning of the year was expected to pursue certain cognate subjects for the next two terms as determined by the faculty. To a limited extent, the elective plan was made available to students in the academic and normal departments.

Both of these, the academy and normal departments, responded to the same urge for expansion reflected in the college proper. The stated purpose of the academy continued to be first that of preparing students for admission to college and second to provide opportunity for secondary education to those

1. In 1908-09, a new department known as the Bible Training Department made possible by the John C. Martin Foundation was added. The purpose was to enable students of the college and academy to acquire a knowledge of the contents of the Bible and to impart to young people intending to prepare for Christian work, a comprehensive system of training.

unable to attend college. To serve the needs of either type of student, classical, scientific and literary courses of study were offered, upon the completion of which diplomas were granted. A business course was also offered for students desiring to supplement their secondary training with "such practical studies as form the curriculum of a first class business college." The academy was under the supervision of a principal assisted by members of the college faculty for its teaching staff.¹ Student enrollment in the academy somewhat under the enrollment in the college prior to 1900, thereafter surpassed the number of college enrolled students.²

The Normal department, as the third regular branch of Carthage College, offered courses intended to prepare students to qualify for three grade teaching certificates. One year's work was required to qualify for the second grade certificate, two years' for a first grade certificate while to meet the conditions for a state certificate, the applicant had also to complete the third and fourth years. As a supplement to the regular program of the department, a summer normal school was conducted, attended by many students and teachers.³ The term at first only four weeks long was extended to six weeks. The teaching force included the principal of the Normal department, one or two of the college faculty, the county superintendent of schools and superintendents from nearby city schools. In order to promote the health and en-

1. After his return to Carthage College, Professor W. K. Hill in addition to his teaching duties in the college was principal of the academy until 1906-07. He was followed by Professor C. B. Newcomer, who held the principalship until his resignation in 1909.

2. In 1908, the academy was made a member of the North Central Association of Colleges and Secondary Schools. Its graduates now were eligible for admission to any institution having membership in that association.

3. The summer normal drew support not only from Hancock County, but from neighboring counties. In 1900, a tri-county summer session for teachers of Hancock, Adams, and Brown counties was held.

joyment of those attending, the summer school program in 1900 was broadened to include several activities of extra-curricular nature. Out-of-door sports such as baseball, track events, tennis and golf were conducted under direction of one of the faculty. Contesting clubs or teams were organized. This novel feature was carried on each year and undoubtedly added to the popularity of the summer normal.¹

The tendency to expand in Carthage College was also noticeable in the special branches of study. Previously, only three branches of a special nature, those of music, the commercial and the post-graduate were listed in the college catalogue. But after 1901, five special branches were open to students at Carthage College for which credit was given and diplomas and certificates of graduation were awarded. These were listed as the departments of music, art, elocution or expression, business college and physical culture.

In the department of music, one of the primary special divisions, an enlarged plan of instrumental and vocal instruction, was made available. Graded courses in piano, voice and choral training constituted for several years the fundamental work in music. Beginning in 1901-02, students were given courses in piano and voice leading to graduation. Opportunities for instruction in violin and pipe organ under qualified teachers were soon offered. For the benefit of students wishing to prepare as teachers in public schools, a normal course in the theory and practice of public school music was given. The department encouraged its students to perform in public recitals. Those engaged in the study of voice and choral singing were

1. Professor Newcomer was principal of the Normal department from 1896-1902; Professor C. E. Rood was principal from 1902-03; Miss Ellen Baker held that position in 1903-04 when the department was discontinued.

urged to become members of the choir at Trinity Church.¹

Of more experimental nature was the move to introduce instruction in art and domestic science. For several years in the earlier history of Carthage College, teaching in what was termed the Fine Arts such as painting, drawing, waxwork and needlework was provided. Eventually these courses were discontinued. Then, under President Sigmund, the study of art was revived for a time. In a studio in the main college building, a program in outline drawing, drawing from casts, painting, decorative designing, china painting and pyrography was conducted. Classes in outdoor sketching were also encouraged in the spring and fall months. These ventures in art instruction after passing through the hands of a succession of teachers and directors were abandoned.² For one year, 1901-02, a domestic science department was in operation. It purported to give its students "an interest in and appreciation of home life, the family and communal life." This the department aimed to accomplish by means of courses in food preservation, laundry work, general cookery, housekeeping and a servant girls' training course.³

If necessary, sufficient precedent from the past

1. The teaching personnel of this department underwent considerable change during the Ruthrauf and Sigmund administrations. Until 1901, Miss Laura Manier was teacher of piano and stringed instruments, Miss Susan M. Davidson, teacher of vocal culture. They were followed by Miss Elizabeth Jones and Miss Emma P. Van Hooser, graduates of conservatories of music and teachers of voice and instrumental music. Their successors in 1902-03 were Miss Ella Stuckenberg and Miss Jean L. Hainline, both teachers of vocal and instrumental music. From 1903-04 to 1906-07, Mrs. Lutie A. Gunn taught these courses. In 1907-08, Miss Davidson returned to Carthage College. Two new appointments were Miss Minnie Siils and Luella F. Enzeroth, both teachers of piano. Miss Davidson and Miss Enzeroth remained after 1907-08. Mr. Albert C. Fischer for one year was teacher in violin.

2. They were Miss Nellie M. Reaburn, 1901-02, Mrs. Ellen Dabney, 1902-03, Mrs. Lydia D. Smith, 1903-04, Miss Frances M. Beem, 1904-06, Miss Lillian Mathias, 1906-07.

3. This transitory department was headed by Miss Maude E. Grau.

for establishing a commercial or business department at Carthage College could have been discovered by the Ruthrauf and Sigmund administrations. There had been such departments in the past but they were of unassuming description. They had offered only a few courses in bookkeeping, business arithmetic, penmanship, and stenography. The business college established at Carthage in the fall of 1904, located in the Rams building in Carthage, went beyond everything of the kind hitherto undertaken. The new school advertised itself as a standardized institution, and was prepared to teach about everything that could be expected of a business college of its kind. A mere listing of the course offerings seemingly left little to be desired.¹ The facilities of the school, it appeared, were designed for students of the academy rather than for those of college caliber; and more particularly, for students in the academy who wished to take only business training "without literary study." Commercial courses were grouped under a department termed the commercial department while under the shorthand department were included courses in shorthand and typing. During the first three years, the business college was well attended but in its fourth year which proved to be its last, it suffered a sharp drop in enrollment.²

A very important and essential feature of the broadening liberal arts program at Carthage was that of physical education and expression. Due mainly to the lack of a gymnasium and suitable apparatus, at-

1. Among earlier teachers of business courses at Carthage were Miss Coloma Brownlee, shorthand and typewriting, Charles A. Weber, bookkeeping and penmanship, Fred H. Ottman, the same subjects, Miss Anna V. Albree, Miss Miriam G. Bolles, both in stenography and typewriting, Clinton G. Foltz, bookkeeping and penmanship. Those in charge of the business college were Charles F. Heyde, principal, and E. L. Bechtel, assistant principal, 1904-06; Michael E. Davenport, principal, 1906-08.

2. The subjects taught were bookkeeping and business practice, arithmetic and rapid calculation, correspondence and letter writing, spelling, penmanship, shorthand, typing, and commercial law.

tention at first was given to promoting out-of-door sports, such as football and track athletics. For a time a field day was conducted as part of the spring Commencement exercises. The new facilities made possible when the first gymnasium was built inspired an interest in indoor activities. Indeed, student interest and participation in physical culture became more general.¹ To foster such interest an athletic association composed of students and faculty was organized.

Formal instruction in physical culture was first provided during the administration of President Sigmund when women instructors to teach both elocution and physical culture were engaged.¹ In 1905 when the new gymnasium was completed and made available, separate instruction for men and women was begun. Under the guidance of two physical directors, a certain amount of gymnastic exercise was required of all college and academy students. The director of physical culture for women continued to function as instructor in expression while the director for men served as athletic coach and taught in the academy.

In addition to the new gymnasium, reputed to have been one of the finest in the Middle West for a school of the type of Carthage, the college was credited as having excellent facilities for maintaining outdoor sports. Chief among these was an athletic field

1. The first gymnasium at Carthage was a frame building measuring seventy-two by twenty-five feet. It was equipped with baths and dressing rooms and had all the necessary equipment for use at that time by classes in physical exercises. It was not substantially built and was closed from time to time for repairs. Before it was converted into a gymnasium, the building was used as a dining room for men and an apartment for the chef and his family.

2. Women instructors of these subjects in President Sigmund's time were Miss Mary A. Haley, 1901-02; Miss Ivah H. Patterson, 1902-07; Miss Belle Ratcliffe, 1907-08; Miss Jessica E. Royer, 1908-10. The first instructor in physical culture for men was C. A. Sundberg, 1905-06, succeeded by Carl Hendrickson, 1906-07, and J. Arthur Baird who became instructor in physical culture for men and director of the gymnasium after 1907.

possessed of a cinder track, jumping and vaulting places, a quarter mile running track, a football field and a baseball diamond. Under supervision of the physical director, the regular college year was organized into a balanced schedule of physical culture training for students generally and sports and contests for those of the student body who were athletically inclined. During the fall until Thanksgiving, football reigned supreme as the college sport and games were played with teams of other colleges.¹ Then came the winter season of exciting basketball games scheduled with rival schools. In the spring, track athletics and baseball claimed foremost attention. Indoor and outdoor track meets, some interclass, some intercollegiate were then held. These several events in their season were witnessed by enthusiastic fans who thrilled to the excitement aroused by these at times keenly competitive contests.

It need occasion no surprise to note that the process of broadening the liberal arts at Carthage was attended by a mounting student enrollment. In 1901-02, total enrollment for the first time in twenty or more years crossed the two hundred mark. In 1905-06, it reached two hundred and fifty-six. One cause for this about which there can scarcely be any question was the enlarged curriculum offered in the regular departments of the college and in the academy. Another equally valid reason was the greater number of the so-called special branches open to students. More than one-half, and in some years nearly three-fifths, of the entire student body were interested in the special branches, chiefly music and the business college. Increased and better facilities for study in the form of libraries, laboratories and scientific collec-

1. Carthage at times had athletic relations with a number of other schools, among them being Lombard College, Illinois College, Monmouth and Knox Colleges and Illinois Western State Normal.

tions also made an appeal.¹ The new gymnasium, the new athletic field, and in particular, opportunities to engage in competitive sports, or at least to join the cheering spectators on the side lines or in the bleachers, must have intrigued many young people into coming to Carthage. To this, we should add the drawing power of the older extra-curricular interests, the literary societies, the Collegian, and the active and flourishing Young Men's and Women's Christian Associations.²

Tuition charges and living expenses at Carthage, to quote the catalogues, were noticeably less than at other institutions offering similar opportunities for a liberal college education. Tuition rates, it is true, rose appreciably. Students in college after 1904-05 were required to pay forty instead of thirty dollars a year, or thirteen fifty instead of ten dollars a term. Academy tuition rates remained the same. Students in the special branches also had to pay more for instruction. The charges for twenty lessons in piano and voice were raised from ten dollars to fifteen, then to eighteen dollars. Charges for the same number of lessons in art and elocution or expression rose from ten to fifteen and five to fifteen dollars respectively. There were corresponding increases in tuition rates for courses in business.

Living costs at Carthage College seemed to have varied but slightly over a period of time. Rates for rooms and board at Denhart Hall were very reasonable and remained so for some years. Men students

1. The main library occupied the west side of the first floor of the main college building. It contained more than six thousand books and many pamphlets. The literary societies had good collections of books. In the reading room, the standard current magazines and newspapers were accessible. The three laboratories were being made more serviceable for scientific observation and experimentation.

2. Cicero and Galileo engaged in inter-society debates which seem to have stimulated much interest among students. Intercollegiate debate made its appearance for the first time at Carthage in 1908 when Carthage College debated with Christian University of Canton, Missouri.

found comfortable living quarters in private homes near the college for which they paid the same or less than the rates charged at the women's dormitory.

Limited opportunities for self-support to students in need of financial aid were available. Local business and professional men as a rule employed several students at their stores and offices. Some were also employed in homes in Carthage. Others worked to earn their expenses by doing janitor service in the college buildings and about the campus or by waiting on tables in the dormitory dining room. Several scholarships were also awarded each year by the college to deserving young persons desiring admission as college students. A scholarship which entitled the holder to attend Carthage College for one year tuition free was given each year to the member of the graduating class of the Carthage High School, receiving the highest average grade in scholarship for the year. A similar scholarship was conferred on the member of the senior class in the academy on the same conditions. Two more scholarships, one under the auspices of the Women's Christian Temperance Union, the other sponsored by the schools of Hancock County were awarded on the basis of competitive examinations. The student winning the first was privileged to attend Carthage College for one year tuition free, the other conferred on the successful contestant the same privileges in the academy.

During the administrations of President Ruthrauf and Sigmund, Carthage College actively promoted its student enrollment by means of publicity, advertising and personal solicitation of prospective students. In 1900, a souvenir containing descriptive matter with illustrations of Carthage College was published and distributed by the college in coöperation with citizens and business men of Carthage. An attractive catalog of Carthage College with copious interior views of the college buildings and pictures of the campus was published in 1904-05. The college often purchased

advertising space in newspapers of nearby points, paying for the same by giving a year's scholarship to some one selected by the paper. For many years, the presidents devoted part of their time soliciting both for students and for funds. Agents representing the college, often members of the faculty, were engaged as student canvassers during the summer months. The custom of permitting student groups to represent the college on tours to points within and outside of the state was also used for advertising purposes. From these student activities, the college undoubtedly attracted much favorable attention not only in nearby points but in more distant parts.¹

1. These included for example, the tours of the Glee Club in the spring of 1908, during which concerts were given at Mt. Carroll, Polo, Freeport, Rockford and Washington, Illinois, and at Muscatine and Davenport, Iowa. Likewise, the victory won by the Carthage College debate team over Christian University at Canton, Missouri, in the same year, was a contributing factor.

CHAPTER V

"THE COLLEGE WITH AN IDEAL"

The Hoover Presidency

ON the first day of August, 1909, there came to Carthage the youngest man ever to be chosen to the presidency of the college. When Dr. H. D. Hoover became president, he was under thirty years of age. His previous experience as professor of practical theology, philosophy and sociology at Susquehanna University was believed to have fitted him to a marked degree for the new responsibilities he was called upon to assume.¹ There was much to encourage the youthful college head as he prepared to take up his presidential duties. Carthage College appeared to be in a strong financial position. It had just acquired a material increase in its endowment. It had a staff of competent and devoted instructors. Its enrollment seemed to be growing.² The college could look forward also to the addition of another building to its existing physical plant valued at more than one hundred thousand dollars.³

The college however made heavy demands on the time and strength of the new president. Like his pre-

1. His election took place at a meeting of the board in June.

2. Enrollment in the college itself increased slightly in the first five years of the Hoover administration. The greatest gain in number of students registered was in the special departments, especially in music. Total enrollment from 1909-10 to 1913-14 fluctuated considerably but registered some gain.

3. The new science hall made possible by a gift of \$20,000 from the Carnegie Foundation was built and ready for use by September, 1912. It was built of brick, had two stories and a basement and was roofed with tiles. It housed the chemistry, biology and physics departments. College Bulletins, Bd. Vol., 1896-1914 for bulletin 1912-13, p. 14.

decessors, his days and nights were filled with a seemingly unending round of duties. He regularly attended meetings of the synods, visited many high schools to solicit students and in the interest of the college preached in widely separated churches. To keep his numerous speaking engagements, Dr. Hoover had to travel almost continuously, regardless of the weather on long, wearisome train trips, by horse and buggy and when other means of getting about failed, he did not shrink from walking long distances if necessary to reach his destination. Back from his journeys, the strenuous college president turned to his voluminous correspondence, presided at faculty meetings, and conducted college classes in religion and philosophy. Thus he acted his part in that heroic epic of toil, sacrifice and hardship that has been the common lot of many presidents of small colleges.¹

The first notable achievement under President Hoover was the standardization of Carthage College. The movement began in the spring of 1914 when the faculty, realizing the advantages of an accredited institution, adopted a plan to reorganize Carthage College so that it might meet the requirements of the North Central Association.² The board of trustees voted its approval shortly after. In the fall of 1915, the supporting synods at their annual conventions unanimously favored the movement to standardize the college. The board meeting in special session in November authorized the college to add to its teaching staff, improve its equipment and make whatever

1. Statement of source material on the History of Carthage College. H. D. Hoover, pp. 1-2.

The Carthage Republican for May 28, 1913, made this glowing comment—"Dr. Hoover came to the college when there were many problems to solve for the institution. He has solved many and to those which still remain a burden, he has adjusted himself with Christian patience. He has worked with a passionate energy that gave himself no quarter. Carthage College was in his brain, his heart and his sinews. In all the ebb and flow of his college management, he has met success with modesty and defeat with sweetness. He has made good. May success attend his continued administration."

2. Record of the Faculty, 1913-26, p. 27.

changes were necessary to satisfy requirements of standardizing agencies.¹

During the winter of 1915-16, Carthage College was subjected to a reorganization which affected most of its instructional and administrative branches. Representatives of the state department of public instruction and the registrar of the University of Illinois came to make an inspection. Apparently satisfied with their investigation, they announced that Carthage would be classed as an "A" plus college, which was the highest rating given by the accrediting agencies.² Under this rating, credits earned at Carthage could be transferred at full value to all universities and graduate schools in the country for undergraduate and graduate study. Moreover, students and graduates of Carthage College, since the school was fully recognized by the Department of Public Instruction of Illinois, were entitled to certain privileges under the state law in securing county and state teaching certificates.³

In order to fulfill one of the requirements of the accrediting bodies, Carthage had to bring its student enrollment in the college itself up to at least one hundred. Through the efforts of a field representative or secretary, this was done and the total enrollment increased by about forty per cent.⁴ The presence of

1. Record of the Trustees, 1916-32, p. 70. Mr. Denhart agreed to donate the money needed to pay the salaries of two additional members of the teaching staff, who were engaged to meet requirements for standardization.

2. "A" plus was the highest of four ratings. It was given to schools which met fully all the criteria of a standard college, among them being four years of one hundred and twenty semester credits for graduation. Only four other colleges in Illinois had "A" plus rating.

3. As a member of the North Central Association of Colleges and Secondary Schools, Carthage was also accepted into membership by the Federation of Illinois Colleges and the Association of American Colleges.

4. The new secretary was the Rev. C. A. Sundberg, a graduate of Carthage College and Hamma Divinity School, and pastor at Ottumwa, Iowa. He was reported to have traveled more than fifteen thousand miles in Iowa, Missouri and Illinois in the interest of the college. Record of the Trustees, 1916-32, p. 117.

so many students made the college campus seem like a bee hive of activity. The girls' dormitory was filled to capacity. Classrooms and laboratories were crowded with students. The people of Carthage could not but feel the stir of so many young persons about them and the commercial club as an expression of appreciation gave a banquet to students and faculty at the opening of the school year of 1916-17.¹

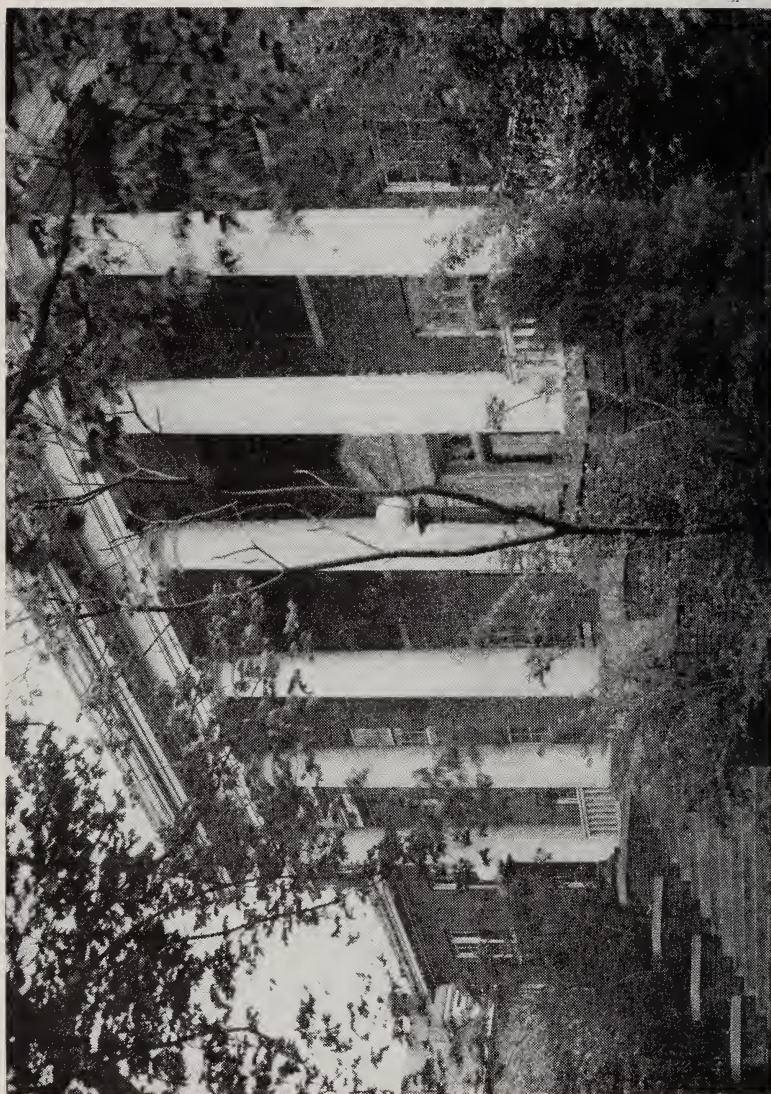
The benefits of standardization, however, were not to be had without a price. Many new books for the library and much expensive equipment for the laboratories had to be secured.² Increased student enrollment also helped to boost the cost of administration. Conclusive beyond contradiction was the need of a new dormitory for women. Some provision for housing men students from out of town seemed also imperative. At its meeting in November, 1916, the board decided to adopt President Hoover's recommendation for a girls' dormitory and a building committee was appointed.³ Mr. Denhart's offer to the board at its meeting in January, 1917, to give \$20,000 toward the new building provided the college raised \$15,000 was most encouraging and the trustees at once accepted "with deep gratitude."

But, owing to the sharp rise of building materials after the nation's entrance into the war in April, 1917, the cost of constructing the dormitory exceeded

1. Sixty-sixth Convention, Synod Northern Illinois, p. 54.

2. The library had to have not less than ten thousand books in addition to public documents. Laboratory equipment in physics valued at not less than three thousand dollars, and in chemistry and biology not less than twenty-five hundred had to be secured to satisfy accrediting requirements. Record Trustees, p. 72.

3. On the Committee were Henry Denhart, Chairman; J. C. Ferris, C. J. O'Harra, H. A. Kingsbury, and Dean of Women, Letta Simmons. Ibid, p. 100. A new committee composed of President Hoover, chairman; Dean Hill, Dean Simmons, C. J. Driever, D. E. Mack, and C. A. Sundberg was later appointed. Ibid, p. 104.



DENHART HALL

original estimates.¹ In order, therefore, to provide sufficient funds for the undertaking, the board authorized that the college borrow thirty thousand dollars by means of a bond issue.² On this basis, construction on the new Denhart Hall was begun and the work was pushed forward so energetically that by the summer of 1918, the building, a beautifully designed edifice of three stories with accommodations for a hundred and thirty girls, was completed. In September, it was dedicated with impressive ceremonies.

Meanwhile, operating cost of the college, due to standardization, rose so sharply that in spite of careful economies by the business administration, the revenues of the institution soon proved to be seriously inadequate. Borrowings by the college to make up its annual deficits before long reached alarming figures. Apparently the one sure solution to the problem would be to increase the school's productive endowment. President Hoover therefore urged the board to meet the difficulty in that manner. "It will be necessary to increase the endowment of the institution," the president told the trustees, "and this becomes increasingly important as the college grows and educational standards become more exacting."³ Having anticipated that the next vital need of the college would be for a larger endowment, Dr. Hoover had already appealed to the Carnegie Corporation and the General Education Board of the Rockefeller Foundation for financial assistance. The appeals were without success but in order to clear the way for possible assistance from these agencies, the trustees adopted

1. The entire cost of construction under the terms of the contract with E. S. Moore of Danville, Illinois, was placed at \$70,000, or about \$20,000 more than the outside limit set by Mr. Denhart when making his offer. He then raised his first offer substantially to cover part of the higher cost. *Record of Trustees*, p. 173.

2. The board directed the issue of fifty-five bonds of five hundred dollar denomination and twenty-five at one hundred dollars with interest at six per cent and payable five years from date of issue, July, 1918. *Ibid.*, p. 174.

3. *Record of the Trustees*, p. 157.

a new constitution which permitted the board to re-organize itself as a self-perpetuating body through an assignment to it by the several supporting synods of their stock holdings and all privileges pertaining to them. Thereby, the college would be operating under a more up-to-date constitution and while still an institution of the Lutheran Church, by not being under immediate control of the synods, would be in a better position to receive gifts from the Carnegie and Rockefeller foundations.¹

The board in May, 1918, voted that it would give President Hoover its full backing in putting on a financial campaign for the purpose of raising enough funds to add a substantial sum to endowment. The campaign was to be conducted in conjunction with the fiftieth anniversary of Carthage



HENRY DENHART

College in 1920; and was to be known as the semi-

1. The constitution adopted in 1916 provided for a board of not less than fifteen nor more than twenty-one members. They were classified by lot into four groups of equal number. The term of office of group 1 was to expire with the election of trustees in 1917, the terms of group 2 were to expire with the election in 1918, the terms of group 3 to expire with the election in 1919, and the terms of group 4 with the election in 1920. Ibid, p. 88 ff. In order to rectify a misunderstanding among the synods which, while it lasted was embarrassing to the endowment campaign, the constitution was amended by the Executive Committee to provide that three-fourths of the trustees of Carthage College be Lutherans or active communicant members of Lutheran congregations of the U. L. C. A. Ibid, p. 209.

Centennial campaign. To commemorate the occasion, the seven synods constituting the territory of the college were invited to hold their meetings jointly at Carthage that year and participate in the celebration.¹ The goal of the semi-Centennial endowment drive was at first set for two hundred thousand, but when Mr. Denhart came forward with an offer to give two hundred thousand dollars toward a permanent endowment, provided the college raised a like sum, the trustees enthusiastically agreed to accept this proposition and raised the goal to four hundred thousand.² In the words of President Hoover, Carthage College was to be "the recipient of the largest single gift ever offered to a college in our church."

But still greater things lay ahead. President Hoover had renewed his contacts with the Rockefeller Foundation. The president of the General Education Board, Mr. Wallace Buttrick, with whom he had corresponded, visited the college in person and met the administrative officers and faculty. Apparently, he was favorably impressed. Further negotiations with the General Board and the college resulted at length in the drafting of an agreement under which the board proposed to give Carthage College a total sum of one hundred and seventy-five thousand dollars provided the college complied with the conditions set forth.³ What

1. Record of the Trustees, p. 160.

2. Ibid, p. 212. So that operating deficits for the years 1919-1920, 1920-21 and a probable deficit for 1921-22 might be provided for, the committee on the semi-Centennial drive was instructed to increase the sum for the college from \$200,000 to \$275,000. On the committee were C. H. Boyer, chairman, and Director C. J. Driever, President Hoover, J. P. Hoveland, H. A. Kingsbury, the Rev. C. Knudten, the Rev. E. F. Krauss, the Rev. S. P. Long, the Rev. C. A. Naumann, the Rev. J. F. Seibert, E. J. Mosser, Otto Schulz, C. J. Tressler.

3. The General Board proposed to give \$100,000 toward a general endowment fund of \$300,000 and \$75,000 toward an endowment fund of \$300,000 for raising salaries of teachers at Carthage. The money for the two endowment funds was to be raised by the college, but the board's contribution might be included in the total sum of \$600,000. Record of the Trustees, p. 248-52. The proposition was accepted by unanimous vote of the trustees of Carthage College in May, 1921.

a prospect now presented itself! What a vision of the greater Carthage of the future! Once the college began to realize the income from a total productive endowment of approximately three-quarters of a million, possibilities undreamed of might soon be within the range of attainment. All this, of course, provided the campaign was carried through with success—and the college, after living through the stress and strain of a World War, could then make the difficult adjustment to follow.

The war had brought the college face to face with a host of unforeseen conditions calling for wise decisions and timely action. Under a policy adopted by the faculty for their proper guidance, students were advised after war was declared to go on with their studies in college and complete their work for the year. The authorities made it clear, however, that if a student felt it necessary in the interests of his country to enlist for military service, they would in such case stand ready to grant him full credit for work done in the current semester.¹ As a constructive phase of its war program, the faculty decided upon a system of military training.² By the end of the academic year 1917-18, a large percentage of the men had left college to enter military and naval service or to engage in farming and food production.³ By that time, however, the college board voted its approval of an important step recommended by President Hoover. This was that a military unit be established on the campus under a program announced by the War Department. Pursuant to this action of the board, the executive committee entered into a contract with the

1. Record of the Faculty, 1913-26, p. 78. This policy was extended to include students who planned to engage in agriculture and food production as an aid in the war. *Ibid*, p. 79.

2. Students who took up military training were to receive college credit. *Ibid*, p. 80.

3. According to the college bulletins, by the summer of 1918, a total of fifty-one men from Carthage College had joined the Army and eight had gone into the Navy. Carthage College Bulletins, Bd. Vol., 1914-21.

government providing for military training to be set up at Carthage under what was termed a Student Army Training Corps. The unit was to be made up of at least one hundred able-bodied men students of from eighteen to twenty-one years of age whom the college guaranteed to produce. The college also undertook to house and feed the men according to standards prescribed by the War Department and to furnish suitable accommodations for military instruction and drill. The government on its part would furnish uniforms, military equipment and supplies and pay the soldier students' tuition.¹

Officially, the S.A.T.C. functioned from about October first to the Armistice in November. Many things were done to prepare for it and many drastic adjustments were made necessary. Student enrollment at Carthage set a new record. For in addition to the one hundred and sixty men in the Army unit, there were a hundred and seventy men and women enrolled as regular college students. Conditions on the campus changed almost over night. The college with its hastily erected barracks looked much like a military camp.² Men in khaki swarmed everywhere. They filled the classrooms, the laboratories and the mess room. Daily they were to be seen standing at attention, or engaged in maneuvers under the vigilant eye of the lieutenant in command who barked out his orders. The sounding of reveille in the morning, and taps at night added to the military atmosphere. How strange and unreal this all seemed on the campus of Carthage College!

The S.A.T.C. raised problems of health and morals of a perplexing nature. With these the college authorities in coöperation with the officers in

1. Record of the Trustees, pp. 189-190.

2. The dining room in old Denhart Hall was enlarged to provide a mess room. The men were in charge of two Army lieutenants whose headquarters were in the barracks erected immediately south of the gymnasium as quarters for the S.A.T.C.

charge wrestled hard. In a statement to the board, President Hoover later reviewed some of the conditions encountered. "Gambling, profanity, petty thieving, destruction of property and other forms of misconduct," he said, "were permitted by the officers in charge to an extent that seemed to violate every college ideal which more than a half century of effort had formulated."¹ Diligent inspection and supervision of sanitary and health conditions were of course maintained but in spite of these precautions, a severe attack of influenza complicated the work of the unit in its later stages. In order the better to cope with the epidemic, the first floor of the south wing of the new dormitory was turned into an infirmary for the treatment and care of influenza sufferers. To prevent the spread of the disease, the college was closed after the Armistice until after the first of the year.

Following the termination of the S.A.T.C. while the members of the unit were being mustered out, the college faculty acted promptly to get as many of the men as possible to remain in school. Conferences were held with them and the importance of going on with their studies as regularly enrolled college students was stressed. To encourage them, they were promised college credit for each month spent in military training and additional credit for work exclusive of such training.² A committee of the faculty to evaluate military credits and report them to that body for its approval was set up. In this wise, a number of those in the unit, some of them proficient students, after being discharged entered Carthage College for the second semester of the year 1918-19. The saving of these young men as students was one of the real benefits realized by the college from its experience

1. Record of the Trustees, p. 197.

2. Faculty Record 1913-26, pp. 117, 120.

with the military unit.¹

As part of its postwar program, Carthage College as an accredited school was expected to keep abreast with new educational trends. It was to be expected that new departments in home economics and agriculture would be added. But as the financial means to make these additions did not exist, an appeal to the citizens of Carthage and Hancock County for the sum of \$125,000 to establish these departments was therefore made. A campaign to raise the money was begun early in 1922. After it had continued for more than a year, the county campaign was declared by its promoters to have been brought to a successful close.² Carthage and Hancock County, it was reported at the time, had more than pledged their quota.³ As was later disclosed however, less than a half of the sum pledged was collected by the close of President Hoover's administration. And thus matters stood it appeared, until September 1927 when it was found necessary to resume the county campaign and raise the full amount of the quota in order to obtain the funds promised to the college by the Rockefeller Foundation.⁴

The Semi-Centennial endowment campaign took place during the time the county drive was on and like the county drive, it was a long drawn out affair.

1. While the college probably did not benefit financially from the S.A.T.C., the administration after several months of negotiations with the Government agents, succeeded in effecting a settlement of the claims held by the college for outlays incurred in construction and maintenance of the military unit. The sum received from the Government was \$16,750. Since President Hoover had not fully recovered from a sick spell sustained during the S.A.T.C. period, much of the responsibility for concluding a settlement devolved on the college bursar, Mrs. W. C. Spielman, Dean Letta Simmons and Dean Hill. Record of Trustees, p. 207.

2. The campaign was launched at a meeting of citizens in the Methodist Church of Carthage. Hancock County Journal, January 18, 1922. Bd. Vol. 1922-23. Amounts pledged by faculty and students were reported to have totaled \$15,000. Journal, January 25, 1922.

3. The amount pledged was given at \$125,302. Journal, January 8, 1923.

4. Journal, September 15, 1927. Bd. Vol. 1927.

The churches on the college territory gave generously toward it, but collections were slow in materializing. Periodically, there were spurts of activity when cash collections on pledged subscriptions were vigorously pushed. In 1926, the year Dr. Hoover left the presidency, the treasurer of the endowment drive announced that all of it but around fifteen thousand had been raised. To have raised so comparatively a small sum would not have been very difficult for to quote the board of trustees, its collection was "practically assured."¹ The real obstacle in the way it now appeared was the heavy indebtedness of more than one hundred thousand dollars standing against the college. In some manner, the institution must be entirely freed from this burden before it could come into full possession of the new endowment money.

Having advertised itself as the college with an ideal, Carthage College announced as its objective to that end the development of "truly cultured and refined . . . men and women of pure and strong character." This ideal the college was better prepared to attain after it had become an accredited school. For under the standards of the accrediting authorities, Carthage was obliged to maintain not less than eight distinct departments with at least one full-time professor in each department. A professor must be a graduate of a college of high grade and have completed graduate study equal to that required for a master's degree at the University of Illinois. His weekly maximum teaching load was fixed at sixteen hours. Recitation and laboratory sections were not to exceed thirty students. Other requirements were intended to provide for teachers ample library and laboratory facilities, and by no means of least importance, teachers were to be paid adequate compensation.¹ These

1. The Treasurer's report in January, 1926, showed that the total collected amount toward endowment reached \$585,747. Record of Trustees, p. 352.

standards, if held to, would in time tend to strengthen the teaching force.²

Of the regular branches or departments at Carthage, the college proper grew numerically during the Hoover administration while the academy in later years slipped more and more into the background. Owing to the decided falling off in student enrollment, there being only eight academy students in 1926-27, this time honored branch of instruction was discontinued.³ In the college itself, departmental organization followed a more standardized pattern. After 1916, there was as a rule more than the minimum number of eight full professorships and departments required by standardization. Usually there were nine, at times ten or eleven departments headed by a full-time professor. In the main, they followed the lines of departmental organization customary at present.⁴

During the first years of the administration, the prevailing practice of granting three degrees was followed. These were the Bachelor of Arts, Bachelor of Science, and Bachelor of Literature degrees.⁵ In 1914-15, only two degrees, the arts and the science, were offered. Candidates for these degrees had to take required courses in languages, English, mathematics, history and social science, a laboratory science,

1. Carthage College Bulletins Bd. Vol., 1914-21; Record and Register 1915-16, pp. 5-6.

2. If earlier faculties of Carthage College were compared with the faculties of the institution after it was accredited, it would be found that a larger proportion of those having the rank of professor were graduates of high ranking undergraduate colleges and had had the required type of graduate study.

3. Record of the Trustees, 1916-32, p. 385.

4. In 1916-17, there were nine departments in Philosophy, Chemistry, Mathematics, English, Classics, Modern Languages, Education, Biology, History, and Social Science. In 1919-20, departments of Physics, Religious Education, Bible and Religion were added. In 1921-22, a department of Home Economics was set up and in 1928, one in Agriculture. A tendency in most departments was to expand by adding new courses from year to year.

5. Carthage College Bulletins, Bd. Vol., 1896-1914.

Bible study and enough elective courses in the four years to complete a total of one hundred and thirty credits. After 1918-19, it was possible to receive but one, the Bachelor of Arts, degree. In planning his course of study, the student grouped his subjects with special reference to a chosen major and two minor fields. This was done in consultation with some one of the faculty acting as his adviser.

Carthage College from the time it was founded had steadfastly held to its tradition as a church-related school. More and more were its students given opportunities for spiritual expression and uplift. For the benefit of students in general, the department of biblical instruction offered useful courses. For those intending to prepare for Christian service, there were courses designed to give more comprehensive training in Bible. Everyone was expected to be in chapel during the week and attend services on Sundays. Trinity Lutheran continued to be the place of worship, especially for students coming from Lutheran homes. Between the other local churches and the college cordial relations were maintained. The fact that Trinity now had its own minister was of help to the college. He was accepted as the college pastor and as such filled an important mission for faculty and students alike.¹ In listing the opportunities for religious culture, the Christian associations must not be overlooked. Each held regular weekly devotional exercises and sent delegates each year to the Geneva Conference of College Students at Geneva. Practically the entire body of students were members and hence these organizations were potent influences for good. Other groups of students engaged in various kinds of

1. Those who served as pastors at Trinity Lutheran were the Rev. C. W. Sifferd, 1901-05; the Rev. Jacob Yutzey, 1905-10; the Rev. S. N. Carpenter, 1910-13; the Rev. Jacob Diehl, 1915-22, during part of which time he was absent as army chaplain, the Rev. Bruce Young, who came in 1924. The second, third and fourth in the order named also assisted at the college as members of the instructional staff.

social service such as, prison work and visiting inmates of the county farm.¹

Carthage was always regarded by its constituents as a school for educating young people for the Lutheran ministry. Its record in this respect was by no means unimpressive. From 1875 when the first class of graduates went forth from its portals until 1918, the number of graduates from Carthage to enter the field of Christian service was fifty, forty-two of whom were ministers, the rest missionaries. War conditions did not favor the training of young people for such service. But seven of the eleven men to graduate in 1921 were reported to have planned entering the ministry or becoming missionaries. According to report, forty young men in Carthage that year were preparing to be ministers.² Between the years 1920-25, several women graduates from Carthage College became missionaries in foreign fields. In the last year of President Hoover's administration, fifty students in college were listed as candidates for the ministry.³

In the seventeen-year span of the college under President Hoover, its many activities experienced great change. These years saw the rise and fall of student organizations. The oldest, the Cicero and Galileo literary societies, owed much of their strength for a time to the support they received from the col-

1. Statistical information as to the number of Lutheran students attending Carthage College during its span of seventy-five years would be useful since it would show the extent of support received by the college from the churches in its territory. It would be in accord with the facts to conclude that in the long run, a majority of the students at Carthage were Lutherans. In some years, they were not in the majority. In more recent years, from fifty to nearly sixty per cent of the student body were Lutheran. The trustees of the college often called attention in their reports to the synods of the need of sending more Lutheran students. In one of his reports to the board, Dr. Hoover declared, "The benefits of Carthage College should be enjoyed by more young people in our church. Too many youths on our field are going elsewhere and remaining not only strangers to Carthage, but boosters of her rivals." He proposed putting on a canvass in the summer for students from the churches. Record of the Trustees, p. 346.

2. Second Annual Convention, Illinois Synod, p. 100.

3. Seventh Annual Convention, Illinois Synod, p. 65.

lege. Under the rules at Carthage, members of the societies received college credit for work done in their meetings. When in later years reports of delinquencies by members of Cicero and Galileo were brought to the attention of the faculty, that body usually responded by appointing a special committee to investigate and make suitable recommendations. But there being little of constructive nature which the committee could recommend or that had not been tried, efforts to back up the societies by enforcing the rules failed. The situation was not made any better when the faculty in 1916 voted to have a third organization, the Tressler Literary Society, established. This it was thought would attract students who were not members of the other groups.

Slowly the realities of the problem dawned upon the authorities. "The literary society of today," it was officially stated, "tends to become a social club, its program tends toward the low level of mere entertainment and its membership tends to diminish, or rather it fails to attract to itself membership of any size or enthusiasm for cultural things. In the face of multitudinous college interests, there is a tendency to slight, if not entirely to neglect, preparations of literary society performances."¹ Omission for the first time of any mention of the literary societies in the college bulletins after 1922-23, leaves no room for doubt as to the ultimate fate of these student organizations.²

The experience of Carthage College with its literary societies was not a local coincidence. In a time when the colleges of the country were offering more and varied extra-curricular activities to interest stu-

1. College Bulletins, Bd. Vol., 1914-21, Record Bulletin 1916-17, p. 23.

2. College Bulletins, Bd. Vol. 1921-26, Announcement Bulletin 1922-23. The Brain and Brawn Society organized in 1901-02 was composed of students who had distinguished themselves for scholarship or won distinction in athletics. This society was discontinued in 1922-23, apparently after efforts to revive it proved unsuccessful.

dents, literary societies, it seemed, were doomed to go. At Carthage, for example, there were by 1920, in addition to the literary societies and the Christian associations, the dramatic club, the debaters' club, the Euterpean club, the athletic association, and the first Greek letter fraternities which were insinuating themselves into popular favor with the students against the declared policy of the administration and the board.¹

Intercollegiate and intramural athletics had a prominent place on the extra-curricular program. Largely owing to efforts of the athletic association with the Y. M. C. A. behind it, football was introduced at Carthage in the 1890's with such success that football teams of Carthage maintained a high record of victories in games with other schools. Out-of-door sports were generally encouraged and an annual field day was a feature of the Commencement program for many years. There were no official coaches or directors of athletics at Carthage until 1905-06 and partly because of this, intercollegiate football and other sports were discontinued for several years previous.²

1. The several new student organizations that came into being in President Hoover's time included Pi Kappa Delta, an honorary forensic fraternity open to those taking part in inter-collegiate oratory and debate; the Gymnasium and Field Association for girls participating in inter-class athletics; the Boosters' Club of fifty members for the purpose of arousing interest in the college and its activities. The Collegian continued to be the official paper for college news and student opinion. It now appeared as a bi-monthly journal.

In 1913-14, an annual, known as the *Crimson Rambler*, made its debut at Carthage. It was an attractively bound volume published by the Junior class, containing descriptions and pictures of the activities, organizations, the faculty and students. In 1924-25, the Voss debating society, named in memory of Professor J. H. Voss whose sudden death occurred in 1921, was started. Strictly speaking, it was not a literary society in the commonly accepted meaning of the term but an organization to promote intercollegiate debate.

2. For several years, R. H. McKee, professor of chemistry, gave his services as a coach of football. Interesting descriptions of early football at Carthage College were given in the *Collegian* under the caption, "Football as it was played at Carthage College in days gone by." *Collegian*, Bd. Vol. 36, Nov. 8, Nov. 22, Dec. 2, 1929. "The First Fifty Years of Athletics at Carthage College" by Harry C. "Tip" Boswell, published by the *Carthage Republican*, contained much information about early teams and players at Carthage.

But in 1905-06, an extensive program of athletics under the supervision of an instructor in physical education for men was undertaken.¹ Complete schedules of intercollegiate athletics were thereafter maintained.² The football season of 1909, the first in President Hoover's time, was unusually successful. Of seven games played, Carthage won five, tied one, and lost one by a close score.³ From 1909 to our entrance in the war in 1917, with the exception of two seasons, Carthage managed to outpoint its adversaries in football.⁴ In other sports for these years, the college was not so successful.⁵

The war drew a curtain over intercollegiate athletics but in the early postwar years the college again attempted an expanded program. Under the management of directors of physical education for men and women, the program was made to include every important intercollegiate sport. In 1921, Carthage College, as reported, had its most successful team in foot-

1. It resulted in a successful football season. Total points scored by Carthage for the season were 73 compared with 17 by opposing schools.

2. The first directors of physical education for men were C. O. Sundberg, 1905-06; Carl Hendrickson, 1906-07 and J. Arthur Baird, 1907-08 to 1914. Directors for women during these years were Iva H. Patterson, 1902-07; Belle Ratcliffe, 1907-08; Jessica Royer, 1908-10.

3. Total points scored by Carthage were 191, for the opponents 18. The large total of points by Carthage was made possible by such victories as Carthage, 33, Iowa Wesleyan, 0; Carthage, 53, Western Teachers', 0; Carthage, 44, Christian University, 0. Carthage lost to William and Vashti, 9-12 and tied with Illinois College for a no-point score. Collegian, Bd. Vol., 15-20, Nov. 21, 1909.

4. Total points for Carthage	For Opponents
1910—98	50
1912—145	139
1913—133	111
1914—98	31

Included were such one-sided scores as Carthage, 0, Knox, 73; Carthage, 39, Lombard, 0; Carthage, 37, Gem City Business College, 0; Carthage, 0, Lombard, 59; Carthage, 0, Monmouth, 46; Carthage, 46, Hedding College, 0; Carthage, 28, Parsons, 0.

5. In the 1910 trackmeets, Carthage had a total of 832 against 431 points by Western Teachers' and $76\frac{1}{2}$ as against $34\frac{1}{2}$ points by Illinois College. The basketball season of 1911-12 netted for Carthage a total of 195 against 184 points by opposing teams.

ball in many years. Having won every game except two, the Crimson squad competed with several schools for second place in the Illinois Intercollegiate Athletic Conference.¹ The basketball season of 1922-23 was hailed as the greatest in the college's history. The Carthage quintet won all of the conference school contests that year and was a strong contender for first place in the conference with Illinois Wesleyan and Bradley. But since these schools played more conference games, Carthage was obliged to yield first place.²

Intercollegiate debate was an extra-curricular activity for men and women alike. From about 1913, Carthage was one of a trio of colleges to engage in debate on current questions of general public interest. The organization of the Pi Kappa Delta honorary fraternity to which all who had taken part in debates with other institutions were eligible as members helped to boost interest in the subject. Membership in this group was an incentive to many a student to try out

1. Of eight games played, Carthage lost to Eureka 12 to 7 and to Iowa Wesleyan by a score of 26-0. Carthage finished the season with a total of 183 to 57 points for the opponents. Outstanding victories were those over Quincy College, 48-0; Hedding College, 45-0; and Lombard, 28-0. The end of the season was signalized with a banquet at the Cutler House given by President and Mrs. Hoover to Coach Omer and the members of the squad. *Collegian*, Bd. Vol. 28, 1921-22, Dec. 6, 1921.

2. In addition to victories over the conference schools of Monmouth, Illinois, Eureka and Augustana Colleges, Carthage scored over Parsons 36-21 and 36-20; over Culver-Stockton, 26-24 and Western Teachers', 17-12. *Collegian* Vol. 29, 1922-23, March 20, 1923. J. A. Baird, instructor in physical culture for men until 1914, was followed by F. A. Loudon. Mr. Loudon was absent on military service, 1918-19, his place being held by Verl A. Teeter. On his return, Loudon continued as physical director until 1921. His successor was Lewis Omer, who was physical director and coach until 1935.

During the Hoover administration, the following were physical directors for women and instructors of expression: Jessica Royer, 1908-10; Grace Hanser, 1910-11; Mrs. Bonnie Zimmerman, 1911-12; Mabel Martinis, dean of women, instructor in science and athletics for women, 1912-Nov., 1913; Irma Kriebel, 1914-17; Cecille Burton, 1917-18; Julia Lenning, 1918-20; Winifred Wiley, instructor in public speaking and director of girls' athletics, 1920-23; Ruby Holton, 1921-25; Emma Grauf, 1925.

his skill in forensics. Dual, triangular and pentangular contests in which girls, as well as men, participated were regularly conducted. All-girl debating teams represented the college in 1921-22 and 1922-23.¹ Although most debate seasons reflected credit on the institution and those who defended its title, the season of 1923-24 was pronounced as "the best season Carthage College has ever experienced in debate."²

The school of music, later termed the conservatory of music, was now the only department at Carthage of special nature. For students wishing to major, the department offered a four-year program of instruction in instrumental or vocal music for which diplomas were granted. Students interested in becoming teachers had the opportunity to register in normal courses intended to impart a practical knowledge of the principles of teaching. Classes for instructing children in music were also conducted.

Under a plan arranged in 1924, students in the conservatory were enabled to receive the Bachelor's degree. This placed music on the same basis with other departments in which students did major work. As in the case of students majoring in other departments, music majors were permitted to select a minor in their major field of study. Aside from the benefit gained from their formal study in class, students in music derived much inspiration from their contacts with one or more of the musical organizations at Carthage College. Each year, the Euterpean Club of music lovers in the college and from town brought to Carthage some eminent musician. As members of the Glee Clubs, the orchestra, the a cappella choir, or when singing and performing at recitals or on pro-

1. At the close of the debate season of 1921-22, seventeen debaters, of whom five were girls, were initiated into Pi Kappa Delta membership. *Collegian*, Vol. 28, May 16, 1922.

2. *Collegian*, Vol. 30, April 15, 1924. While attending the Pi Kappa Delta convention at Peoria, the debaters from Carthage won a decision over Kalamazoo College of Kalamazoo, Michigan, champion debate team in the state.

grams broadcast from the college owned and operated radio station, students specializing in music were inspired to put forth greater effort.¹

A highly significant event in Dr. Hoover's presidency was the semi-centennial celebration to commemorate the first fifty years of college history. The occasion was heightened by the meeting at Carthage of the Illinois Federation of Colleges in April, 1920, and the sessions of the three synods of Illinois in June for the purpose of effecting a new Synod of Illinois as an affiliate body of the recently formed United Lutheran Church of America. An interesting feature of the ceremonies was the presentation by Dr. Hoover of a gavel to the new Synod of Illinois. Part of the gavel was made of wood from the old Hillsboro College building, part was of wood taken from Old Main of Carthage College. The head of the gavel was in three sections symbolizing the three periods of the movement of the Lutheran Church to found an educational institution in the West.²

When President Hoover laid aside the duties of his office, he left with a record that in many ways was impressive. In many years of labor for the college, he had given the institution the impress of his robust personality; he had "built himself into the institution," in the words of Dean Hill. Strong bonds of affection bound him to the trustees, the faculty and students and the townspeople of Carthage. "Dr. Hoover," declared the board upon accepting his resignation, "found Carthage College with scarcely a hundred students; he leaves it with more than three hundred students. He found the institution with two hundred and fifty thousand dollars endowment and leaves it

1. Those in charge of this department during this administration were Eve Simmons, dean of the School of Music, 1916-1918; Ann Dvorsky, director of the Conservatory, 1919-1920; Alice Woolsey, director, 1921-1922; Paul Ensrud, director, 1923-1924; Elmer Hanke, 1924—.

2. Minutes of the First Convention of the Illinois Synod of the U. L. C. A. June, 1920, pp. 16-17.

with an endowment of five hundred and eighty-five thousand dollars and a sufficient amount practically assured to make the same equal to eight hundred and fifty thousand dollars.”¹ In reviewing the results of his term as president, Dr. Hoover likened them to the fruit of a peach tree he had planted on the White House lawn when he came to Carthage. “It faced storm and frost,” he said; “It clothed itself with beautiful blossoms. It bore peaches when weather conditions permitted. It could not bear fruit when the ice and frost destroyed the buds of promise.”²

1. Record of the Trustees, p. 366.

Figures for the seventeen years of Dr. Hoover's presidency disclosed an increase in value of plant and equipment from \$71,500 to \$320,712; a total sum of money raised \$1,330,819 and an increase in assets of \$526,116. Supplement to Carthage College Bulletin, June 15, 1926. Ibid, pp. 366-67.

2. President's Report, June, 1926, Ibid, pp. 366-67.

CHAPTER VI

EXPECTATION AND DISILLUSIONMENT

HAD a Carthage College graduate of former years returned to visit his Alma Mater in the nineteen twenties, he would have been struck by its changed appearance. Had he entered the campus through the memorial gateway he would perhaps have noted how tall the evergreen trees had grown since the last time he saw them. Several buildings too he had never seen; the large imposing girls' dormitory, a central heating plant, the science building; and immediately south of the gymnasium, the barracks of S.A.T.C. days. Adjoining the eastern side of the campus, lay a new athletic field with its equipment for football and track events. No doubt, he would have missed the old frame buildings so familiar to him as a student. These had long since disappeared; the dining hall north of Old Main, Clio Hall to the east where he had roomed, Philo Hall to the west where he doubtless was a frequent caller in those distant romantic years of youth.

There were more students at Carthage College than when our returning alumnus attended and had he been present at Commencement, the large class of forty or fifty graduates would have caught his attention. As for the faculty and administrative personnel, with few exceptions, these would have been entire strangers.

THE URGE TO EXPAND

From the Carthage College of his student days it was a far cry to the college of the later nineteen twenties when Doctor Gould Wickey was president. Doctor Wickey followed President Hoover and though

comparatively young for such a responsible position, the new executive displayed a penetrating grasp of the situation at Carthage.¹

Of paramount importance to his way of thinking, was the completion of the still unfinished endowment campaign. To obtain the large sum offered by the General Education Board, the college needed to be cleared of its indebtedness now considerably more than one hundred thousand dollars. When the board of trustees decided to act on President Wickey's urgent recommendation to continue the campaign, not much over a year remained before the dead-line set for the expiration of the Rockefeller offer. A "clean up" endowment drive was therefore launched in the spring of 1927, its goal the sum of two hundred thousand dollars, the proceeds to go principally toward the college debt.²

In September 1927, a definite move to warm up the now dormant county campaign was initiated. At public meetings held in Carthage, citizens of Carthage and Hancock County were reminded that scarcely half of their quota of one hundred and twenty-five thousand dollars had been raised in cash. The speakers at these meetings made it clear that the entire amount pledged would be needed in addition to the money collected from the churches, to complete the conditions of the Rockefeller board.³ The necessity of reopen-

1. Doctor Wickey was elected president on June first, 1926. Record of the Trustees, p. 367. He had been Professor of Philosophy at Concordia College, Moorehead, Minnesota, and pastor of a large congregation at Fargo. His inauguration took place on November twelfth.

2. "An Evaluation of the Presidency of N. J. Gould Wickey", by N. J. Gould Wickey, p. 1.

3. As President Wickey stated the matter at the opening meeting in Carthage, the people of Carthage and Hancock County could, by raising the rest of their quota of about \$65,000 provide enough money together with that raised by the churches to reach the needed \$200,000. The promoters of the drive however, anticipated there would be a heavy shrinkage in collections of outstanding pledges and arranged with the banks that if necessary, to advance about \$35,000 of the amount to be raised and accept as security, new pledges payable over three years. Hancock County Journal, September 15, 1927, Bd. Vol. 1927.

ing the campaign and carrying it to a successful conclusion could not be denied. No time was lost therefore in getting it underway.¹

But again, adverse economic conditions which affected the agricultural Midwest, made the campaign more difficult than expected. Under these circumstances, progress during the summer and fall of that year was slow and in January, 1928, scarcely six weeks before the time limit for the "clean up" drive, only a third of the necessary cash, according to the president's statement, had been raised.² To collect the rest of the money in time to meet the conditions of the Board of Education, another of those intensive campaigns for which Carthage College had been famous was put on. And again as in times before, the outcome seemed gravely doubtful. Then in early February, on a day not to be forgotten, the president announced to the faculty and students in Convocation that the endowment drive had gone "over the top."³ The college was now free of debt, possession of the long coveted Rockefeller gift was at length assured and the college endowment would thereby be increased by three hundred thousand dollars.⁴

One of the ironies of Carthage College has been that each time the financial resources of the institution were materially augmented by new additions to endowment, contingencies unforeseen and urgent expansion needs to exhaust the surplus revenue, soon appeared. The experience of the college after acquiring its new endowment in 1928 was no exception. As reported early in 1929, the college endowment was

1. A County Campaign Committee was chosen with Judge W. H. Orr of Carthage as chairman and teams of workers were organized and set to work.

2. President's Report, January 11, 1928. Report of the Trustees, p. 408.

3. Evaluation, p. 1, Carthage College Alumnus. Bd. Vol. 1-3, February 15, 1928.

4. The renewed county drive as reported, closed with collections of \$123,200. The sum of \$1,800 which was lacking of the full quota was guaranteed by the Campaign Committee. Journal, February 2, 1928, Bd. Vol. 1928.

mainly invested in real estate mortgages.¹ While at first, this seemed quite satisfactory, before long new and unlooked for developments appeared which upset what seemed to have been a carefully planned investment program. For as economic depression settled over large areas of the agricultural Middle West, the college found itself unable to collect all the interest on its farm mortgages. For the year 1927-28, income from invested endowment fell short by one-third of the sum due.² Eventually, as the depression reached the cities, the college's endowment investments in Chicago real estate likewise began to default on interest payments. When the unpaid interest on certain securities became several years overdue, it was necessary that the college, to protect itself from further loss, secure title to the farms through foreclosure of the mortgages held against them. By January, 1931, more than \$150,000 of endowment money was in farmland held as a result of foreclosure.³ In June, 1932, President Diehl who had in the meantime succeeded President Wickey, reported that Carthage College had come into possession of farms representing over \$250,000 of endowment funds. He expressed the opinion

1. President's Report, p. 15, Record of the Trustees. About sixty per cent of the funds were invested in farm mortgages and about thirty per cent in mortgage bonds on city real estate.

2. President's Report, June 1928, p. 14. Record of the Trustees, p. 418. By January 1929, past due interest for the year 1928-29 on farm mortgages was reported by President Wickey to amount to \$8874.40, which if paid, would have been sufficient to cancel the deficit in the budget of the previous year. Third Semi-Annual Report, p. 15. Record of Trustees, p. 437. In his third annual report, President Wickey stated that income from endowment for the year 1928-29 was \$14,500 less than the estimated budget for the year. President's Report, p. 9, Record of Trustees, p. 447.

3. President's Report, January 1931, p. 4, Record of Trustees, pp. 474-75. By April 1931, real estate holdings in Chicago valued at \$136,500 were in arrears in interest to the extent of \$7,317. Farm mortgages worth \$224,634 owed nearly \$19,000 in overdue interest. Chicago Real Estate Bonds past due interest, 4-17-31; schedule of Farm Mortgages with past due interest, 4-17-31; Record of the Trustees, pp. 478-79. By September 1, 1931, total overdue interest on Chicago real estate bonds was nearly \$12,000 and on farm mortgages over \$23,000.

that in all probability, it would be necessary for the college to take over more farms in which endowment money was invested.¹

The great depression as it deepened, caused serious decline in student enrollment and receipts in student tuition. For the years 1925-27, about three hundred students were enrolled in the college itself. In the next two years, enrollment fell to about two hundred and fifty or less. For the years 1929-33, enrollment in the college proper ranged from two hundred and sixty-eight to two hundred and eighty-eight.² In June, 1928, according to the business manager's report, at least ten thousand dollars was outstanding in student accounts for unpaid tuitions. He stated that the academic year just closed had been the most difficult one, in his experience to collect money from students.³ Inability of students in the severe depression years to pay their bills at the business office or to pay on notes, which the college held against them, produced a heavy shrinkage in revenues.⁴ Other factors doubtless were also responsible such as declining student enrollment.⁵

To serious minded observers of the trends in liberal arts colleges, Carthage College stood in great need of expanding its physical plant and equipment.

1. President's Report, p. 2, Record of the Trustees, pp. 494-95. The college also received less revenue than it had counted on from the General Board of Education of the United Lutheran Church. The board ceased making its payments to Carthage after completion of the endowment campaign in 1928, on the ground that since it had given \$10,000 to the campaign, it would make no more payments until the sums unpaid would equal the amount of the contribution. President's Report, June 1928, p. 14, Record of the Trustees, pp. 418-19.

2. Comparative Tables of Enrollment, Record of the Trustees, p. 468.

3. President's Report, p. 14. Record of the Trustees, pp. 418-19.

4. A comparative statement of student charges showed that for the first semester of 1931-32, student cash payments were \$21,955 and student notes were \$14,467. For the corresponding semester of 1932-33, the amounts of these items were \$15,564 and \$19,853, respectively. Record of the Trustees, pp. 498-99.

5. Evaluation of the Presidency of N.J.Gould Wickey, pp. 3-4.



FIELD HOUSE

The college, it seemed, must undertake a more or less extensive building program, if it would retain its place as a standardized school and adequately serve its constituency. The Survey Commission of the General Education Board of the United Lutheran Church after its inspection of the buildings at Carthage, gave the college a low rating on its physical plant. The Commission suggested in its report in 1929, that to provide for the various new buildings deemed necessary, not less than six hundred thousand dollars should be expended.¹ President Wickey, as well as President Diehl, his successor, were agreed as to the importance of these improvements.² Doctor Wickey was inclined to stress as most needful, an appropriate auditorium for convocation and chapel. "It is a disgrace, he declared, that a church college does not have a suitable auditorium where all the students may be gathered to worship God. Carthage has no hall where all the students may be gathered together except the barracks, which is an eyesore to the college and to the town."³ He alluded also to the need of a new gymnasium because of the difficulty of securing basketball games with schools having larger basketball floors and the disadvantage suffered by Carthage teams when having to play on a floor larger than their own at home. As to the necessity of the college for a new gymnasium or field house, President Diehl was so

1. Record of the Trustees, p. 456. The building program, for Carthage, according to the Commission, should have provided for a new library, an administration building, a dormitory for men, and an improved central heating plant. Construction on a central heating plant was nearing completion at that time.

2. President Wickey resigned on June 19, 1929, to accept the position of Executive Secretary of the Board of Education of the United Lutheran Church of America. Record of the Trustees, pp. 446-47, President's Report, p. 13. Doctor Jacob Diehl was elected to the presidency at a special meeting of the board on July 31, *Ibid.*, p. 450. Doctor Diehl came to Carthage College from Selinsgrove, Pennsylvania, where he was pastor of the Lutheran Church and held a teaching position in Susquehanna University.

3. President's Report, January 1929, p. 12, Record of the Trustees, pp. 436-37.

entirely convinced that he initiated steps soon after becoming president, for the erection of such a building.¹

Granted that new buildings were much needed at Carthage, with the existing condition of the college endowment and continued hard times, how was a building program to be financed? The board upon President Wickey's suggestion, unanimously voted that Carthage College be included in the educational campaign of the General Board of Education for the benefit of Lutheran Colleges. But the plan for a campaign to raise \$250,00 toward a building program for Carthage was received by the several synods with such coolness that the matter was soon dropped.² Two other alternatives presented themselves. Perhaps some generous benefactor like Henry Denhart might come forward with a large gift. If that failed, the other possible course was that of raising money through subscriptions or by borrowing to erect new buildings.³

President Diehl's position apparently was that since a new field house was imperative, the cost of erecting the building should be met partly by means

1. Influenced perhaps by the recommendation of the Survey Commission, President Diehl proposed an extensive program of physical development at Carthage. It provided for a new library, men's dormitory, music conservatory, a chapel and the enlargement and remodeling of the present buildings at an estimated cost of \$860,000. *Semi-Annual Report*, January 1931, pp. 2-3, *Record of the Trustees*, pp. 474-75.

2. Since the Survey Commission recommended a change of location for Carthage College, the Illinois Synod when appealed to declined to encourage President Wickey in his effort to include the college in the campaign.

3. As Doctor Wickey stated the matter to the board, the question for them to decide was whether the college, now that it was free of debt, should burden itself again financially, for the purpose of undertaking the construction of new buildings. *Third Semi-Annual Report*, p. 13, *Record of the Trustees*, pp. 436-37. He pointed to the revised constitution of Carthage College, adopted in 1928, which was definitely designed to guard against unwise indebtedness since in its by-laws it stated, "The endowment funds shall neither be expended nor hypothecated for current expenses. These funds shall be retained and preserved inviolate." *Evaluation*, pp. 2-3.

of subscriptions and gifts, partly with the use of borrowed money. Accordingly, at their mid-year meeting in December, 1929, the trustees voted to adopt the president's proposition to build a field house, the project to cost about eighty thousand dollars, of which at least twenty thousand should be raised before actual construction was to begin.¹ Important details of engaging an architect, approving plans prepared by him and awarding contracts were completed by the executive committee during the early months of 1930.² In the forepart of May, building operations were started and much progress was made by the time the board met in June. The contractor, President Diehl explained to the trustees, had nearly finished work on the foundation although no contract had yet been signed. Thus far the contractor had gone ahead with the work "mostly on faith."³ In order to obtain needed funds, the executive committee was empowered by the board to borrow sixty thousand dollars, the loan to be secured by mortgage notes on the real estate of Carthage College. Interest on the loan was not to be more than six and one-half per cent. The length of time was not to exceed ten years.⁴

Prospects of a new modernized field house aroused a wave of local interest. Gusts of enthusiasm swept over the campus. By the students, it was hailed as "not only the beginning of a new building on our campus but it marks the actual starting point of a new era for Carthage College for we are assured that this is only the first of a building program which may

1. The difference of \$60,000 was to be secured by means of a bond issue. Record of the Trustees, p. 452.

2. E. S. Moore of Danville, Illinois, the Contractor for Denhart Hall, received the contract to build the field house.

3. The \$20,000 in cash to be raised under the original resolution adopted at the mid-year meeting of the board, not having materialized, this provision was rescinded. Record of the Trustees, p. 463. The President reported that the Inland Steel Company would give reinforcing steel and that there was a good chance of getting radiation for the new building from the American Radiator Company.

4. Record of the Trustees, pp. 470-71.

include several other additions to our equipment.”¹ On June ninth, the corner stone was laid, at which ceremony, former President Hoover was to deliver the address. Dedication of the new structure took place on January 16, 1931.

The total cost of the field house including equipment installations came to about one hundred thousand dollars, considerably more than the original estimated figure.² As a consequence, the board in April 1931, resolved to grant the executive committee “full and complete authority” to borrow not more than that sum, giving as security mortgages on any real estate owned by Carthage College in Illinois or elsewhere.³ Because of the size of the indebtedness of the college, it seemed prudent to the president and the board that it be converted into a kind of permanent debt at a fixed interest. After a study of several propositions on the subject, the trustees decided to accept the president’s recommendation which favored a plan for funding the debt as proposed by the Lutheran Mutual Aid Society. Under the conditions of the Mutual Aid plan, friends interested in helping the college financially, were given the opportunity to lend money in exchange for insurance certificates equal in value to

1. Collegian, Vol. 36, editorial, April 28, 1930. The new improvement was envisaged by some as an initial part of the belated and long looked for “Campus Beautiful.” A complete plan for developing and beautifying the college grounds was prepared by Hale J. Walker, a graduate of Carthage College. A number of constructive improvements including the pavement at the entrance of the Memorial Gateway, partial installation of a campus lighting system, new tennis courts, the planting of shrubbery and others had, by this time, been made. Evaluation of the Presidency of N. J. Gould Wickey, p. 2.

2. President’s Report, April, 1931, p. 1, Record of the Trustees, pp. 480-81.

3. Record of the Trustees, pp. 481-82. Loans were not to extend over ten years and interest rates were not to be in excess of seven per cent. By resolutions passed at a meeting of the executive committee on July 7, 1931, the sum to be borrowed was raised to \$125,000. Ibid, p. 484. This increased amount was to cover indebtedness arising over several permanent improvements made on the college premises, such as an extension of the tunnel connecting the heating plant with other buildings, a new chimney at the heating plant and a four-car garage over the plant, amounting in all to \$11,500.

twice the sum of the loans. The loans were for eighteen and one-half years, during which period the college would pay premiums on the certificates sufficient to amortize the loans. The plan was intended to work to the advantage of the college and those who lent it money, for while the college was thus able to borrow the funds it needed and repay them by assuming the premiums on the insurance certificates, those making the loans had the benefit of life insurance protection during the time the plan was in effect.¹

The mutual plan, however, did not fully measure up to expectations, principally it seemed because few people had money to lend or were unwilling to lend to the college. In time the plan might have brought material aid in solving the institution's financial ills. But as these were growing more pressing day by day, they demanded immediate attention. In the words of President Diehl, "It is one of the most difficult things to consolidate and enlarge the financial resources of the college and use them wisely for promoting the educational ends that the college is set to serve. This part of our task has not been as clearly understood as it should have been and has therefore become most complicated and difficult, all of which means that we must apply ourselves all the harder to the solution. We must find ways, in some cases new ways, to go forward." "This in substance was the situation at Carthage College, as President Diehl saw it, as he neared the close of his administration.² He tendered his resignation at a meeting of the executive committee on August fifth, 1933. It was accepted with "pro-

1. Full particulars may be had in an outline of the plan attached to the report of President Diehl at the mid-year meeting of the board January 12, 1932. Record, p. 490. The plan also proved effective since it enabled the college to fulfill salary obligations for the year 1931-32 to those of the faculty who were willing to accept Mutual Aid Insurance certificates in lieu of unpaid salaries.

2. President's Report, Official Record of the Executive Committee and of the Board of Trustees, June 1933, p. 23.

found regret at his leaving a labor performed with zeal and faithfulness.”¹

For the next two years, Carthage College was under the administration of an acting president, the Reverend I. W. Bingaman, president of the board of trustees. “I am here in the office of president of Carthage College,” he told the board at their mid-year meeting in January, 1934, “not of my own choice, will or desire, but by vote of the executive committee.”² Dr. Bingaman’s task was the two fold one of acting head of the college and pastor of a large church in Quincy. For many years, a member of the college board and more recently its president, the new executive took up his duties, armed with a full knowledge of the college and its problems.

The Bingaman administration found Carthage College floundering in mid-stream of the depression. At the opening of the college year 1933-34, the institution had a string of farms acquired through foreclosure representing nearly \$300,000 of its endowment fund. Acquisition of still more farms appeared in the offing. Uncollected notes from students to the amount of over twenty-six thousand dollars were held for 1932-33 while notes for several more thousands of older vintage were still outstanding. The college indebtedness was now about one hundred sixty-eight thousand dollars against an estimated net worth of approximately one million and a quarter.³ To supply the constant want for money, the board had gone on borrowing until, as President Bingaman put it, it had “hypothecated” much of the college endowment as

1. Ibid, p. 27.

2. President’s Report, Official Record of the Executive Committee and of the Board of Trustees, p. 29. Dr. Bingaman was appointed acting president by the executive committee at its meeting, August fifth. At the mid-year session of the board in January 1934, the trustees voted to insert in the motion on his appointment the words, “subject to the approval of the board.” Ibid, p. 29.

3. Ten-year Comparison of Debts and Net Worth of Carthage College. Ibid, pp. 50-51.

security to the lending banks. For two years, less than one-half of rated salaries to the faculty were paid and the unpaid portions after 1931-32, it was understood, were not to be considered as an obligation of the college.¹ One or two bright spots appeared to relieve an otherwise gloomy horizon. The registrar's record for 1933-34 revealed an increase in student enrollment, especially in the Freshman and Junior classes of the college department. Practically one-half of the students in Carthage College came from a radius of fifty miles.² There was evidence too that the college indebtedness, instead of continuing its upward spiral, was being reduced and that the endowment investments in real estate bonds, farm mortgages and farms, thanks to sound, prudent management were again beginning to yield an income.³

The postwar years brought much hardship and distress. High hopes and ardent expectations over the school's future, before long were dashed to the ground. There followed the inevitable and painful aftermath of disillusionment. Yet disheartening as were the losses in endowment and in students, incredibly greater were those sustained through the death of several members of the college personnel. The passing of Dean Letta Simmons on March 31, 1928, in the midst of her useful career of service as administrator and teacher, left a vacancy very hard to fill. Yet the influence of Dean Simmons for good was such as to live on in the memory of the many students and

1. Owing to insufficient salaries, most of the faculty suffered real distress. Many had to borrow during these lean years to meet current living costs, to keep up insurance payments or to pay for medical care. In some cases, members of the faculty were threatened with loss of their insurance policies and property because of inability to make the payments due on them. Statement of the College Senate to the Board of Trustees, Official Record of the Executive Committee and of the Board of Trustees, pp. 38-39.

2. Report of the Registrar, *Ibid.*, p. 25.

3. Letter from President Bingaman to Dr. Wickey, *Ibid.*, pp. 46-47. Management of the endowment was in the hands of William C. Krauss, business manager of Carthage College since 1920.

faculty who knew her personally. The board of trustees paid high tribute to "the standards of scholarship she set for the students, the type of winsome cultured Christian womanhood she taught her girls in Denhart Hall, the Christian life she not only professed but lived before the student body."¹ From the faculty, we have this testimonial of appreciation. "To Carthage College she gave herself in service, she lived for it. It was a part of her and she was a part of it. Now that she is gone from us, it does not seem like the same place. And yet her work lives on, not only in the college that she loved and served, but also in the lives of those who knew her. Our task is to carry on, which God helping us we shall do."²

Dean W. K. Hill died suddenly on November 30, 1932. He was stricken in his classroom while conducting a class in chemistry. Dean Hill's passing set a period to a career of more than forty years at Carthage, in the capacity of administrator and teacher. During the many years of his close and active association with the college his life and personality grew to be as it were a part of the institution itself. President Diehl bore fitting testimony to "the esteem in which he was held by all members of the Carthage College faculty who depended upon the soundness of his judgment in academic matters, and to his teaching ability and the influence he exerted in his genial way over the entire student body."³ The sentiments of most students were doubtless reflected in these words of an editorial in the college paper, "Never will he be forgotten for his kind and gentle nature, his quiet dignity and as an educator of men and women. For the latter he was nationally

1. Minutes of the Board of Trustees, 1916-32, p. 420.

2. Minutes of the Meetings of the Senate of Carthage College, p. 65.

3. Minutes of the Executive Committee and of the Board of Trustees, January 17, 1933, p. 13.

known but through the former he was beloved by the many who knew him personally.”¹

The great benefactor and patron of Carthage College, Henry Denhart died in 1934, at the ripened age of ninety-one years. He too, though in a different capacity, had rendered long service to the college. Mr. Denhart had been an active member on the college board continuously since 1892. During this time he gave thousands of dollars to Carthage College. His total contributions to the cause of Christian education may have neared a half million dollars. A statement of the faculty expressed this idea by declaring that Mr. Denhart “had the wisdom and heart to invest liberally in the cause of Christian education in which he profoundly believed. To no small extent is Carthage College a monument to his generosity.”² In similar mood were the sentiments conveyed by the board of trustees, of which he was so long a member. “We record our gratitude to God for such a worker in the faith, the board declared, we solicit our territory—to emulate his deeds that the great work of Christian education may be permanent and that Carthage College may be an outstanding example that those who foster it believe in its mission.”³

THE LIBERAL ARTS IN A CHANGING WORLD

Educational policy at Carthage College during the first postwar decade may be clearly traced in its curricular and extra-curricular program, its religious and social life. There were twelve departments in which

1. Collegian, Bd. Vol. 37-40, 1930-36, December 13, 1932.

2. Minutes of the Meetings of the Senate, November 1, 1934, pp. 246-47.

3. Minutes of the Executive Committee and of the Board of Trustees, June 4, 1934, p. 37.

students could do major study. Two departments, those of home economics and agriculture, were the latest additions.¹ The nucleus of a department in philosophy of history was laid when several courses in that field were offered.² Many new courses were added by various departments, particularly those of Bible, education, philosophy, physical education and the sciences biology, chemistry, and physics.³ The improved scholastic rating of the faculty was made evident from the fact that of the twelve professors and heads of departments, more than half had doctorates or the equivalent in study from leading graduate schools.⁴

A number of scholarships granting free tuition or offering loans to young persons desiring to attend college were available and many deserving students were thus encouraged in their ambitions for a college education at Carthage. Prize scholarships, as rewards to students who attained high scholastic standing,

1. The department of agriculture offered a two years' course to coordinate with the work at the University of Illinois. Students in agriculture could take the first two years at Carthage and complete the courses at the University for a degree.

2. The courses in philosophy of history were conducted by Doctor J. O. Evjen, whose major field was in church history. Prior to coming to Carthage College in 1930, Dr. Evjen was on the faculty of Hamma Divinity school at Wittenberg College.

3. One degree, the Bachelor of Arts, was granted upon completion of one hundred and thirty semester credits. Graduation requirements in two subjects, English and science, were raised from six to ten, and from ten to twelve credits respectively.

4. In order that Carthage College might maintain its place as an accredited school, members of the faculty, during Doctor Wickey's presidency, were reclassified as professors, associate professors, assistant professors and instructors. "This prompt action", according to President Wickey, "prevented the college from being placed on the scholastic probation list." Evaluation of the Presidency of N. J. Gould Wickey, p. 5.

were also given.¹ A definite means for toning up the scholastic standing of students in general was inaugurated in 1924-25, when a point system was put into effect. The student was required to earn a minimum scale of semester credits in each of his four years in college, the credit points being determined by his semester grades. The system was so adjusted that students whose scholastic ratings were consistently below normal could not graduate.²

The student at Carthage had a wide field of extra-curricular activities to supplement his formal education. Many of these were designed to furnish excellent practical training and most students derived untold benefit from them. Activities of this nature were now sufficiently varied to appeal to the interest and aptitude of most young persons in college. It was an exceptional student who did not engage in some extra-curricular enterprise. In many instances, students were tempted to undertake such work to an extent that it interfered with their regular courses of study. In order to keep some of the more aggressive and capable ones from overloading on extra-curriculars and to encourage others to participate more in

1. The college bulletins listed more than a score of these scholarships. They did not include those granted by the college to children of ministers and members of the faculty nor the honors and prizes awarded to students for excellence in academic study. The list included LaVerne Noyes scholarship, Carthage College scholarship in the University of Illinois, J. H. Voss scholarship, M. L. Deck scholarship, Class of 1921 Loan fund, Rosenstengel Memorial Scholarship fund, Emily C. Pennock Loan fund, Elizabeth E. Pennock Memorial Loan fund, Carthage College Honor scholarships, Alumni Loan scholarships, A. A. U. W. Loan scholarship, Illinois D. A. R. scholarship, Harmon Foundation Loan scholarships, Henry Strong Foundation Loan scholarships, Capitol District Luther League Loan scholarship, El Circulo Castellano Loan Fund, High School Honor scholarship, Beta Beta Beta Loan fund, P. E. O. Scholarship Loan fund, Carthage scholarship, Beckman Debating Cup.

2. A student whose grades for the four years were consistently below C or average could not accumulate enough point credits to graduate even though he might have acquired the total of one hundred and thirty credits required for graduation.

such activities, the college authorities decided to put into operation a system of weight ratings which set a limit to the number of extra-curricular interests by fixing a maximum of points.¹

Student societies which sponsored the various extra-curricular functions and campus social life were now more numerous. Many of these groups were flourishing and had large memberships. The fraternities and sororities were very popular in the postwar era. Having made their appearance before 1920, they were permitted to spread until in President Wickey's time there were four local fraternities and three sororities.² They were given official recognition in his administration and a plan of control over them, which had the approval of the college senate and the societies was put into effect. It set up an inter fraternity council with power to direct all inter-fraternity matters.³ Several departmental societies or clubs, some of them affiliated with national organizations, attracted a student following of those interested in a special field of study which the societies aimed to promote. Membership in these groups was conditioned on attaining a degree of scholastic proficiency.⁴

For students majoring in music and others interested in that field, there were the college choir, the band, the orchestra and the quartet. Members of the student body with a talent for debate were attracted by Pi Kappa Delta, a forensic honorary fra-

1. Minutes of Meetings of the Senate of Carthage College, November 7, 1927, p. 45.

2. Fraternities included Lambda Sigma Kappa, Theta Pi, Alpha Kappa Pi, Theta Tau Sigma. Sadhe Aleph was organized in 1928-29. Sororities were Chi Delta Kappa, Pi Phi Nu and Beta Kappa.

3. The council was composed of two representatives from each group aided by a faculty member as advisor and presiding officer. Attempts by members of one fraternity to "go national" while Dr. Wickey was president were checked by administering strong disciplinary measures in which he had the support of the board.

4. These included the Honorary Chemical Fraternity, the Wallesga Verein, El Circular Castellano, Beta Beta Beta, an honorary biological fraternity and the Classical Club.

ternity. Those with a flare for the dramatic sought to become members of the Dramatic Club. The two Christian Associations, oldest student organizations on the campus, numbered many members, and continued to be centers about which much of the religious and devotional life of the college revolved.

All these organizations contributed greatly to the intellectual and social life at Carthage. The departmental groups interspersed the business of their regular meetings with an informal social time, gave a party or two during the year and ended perhaps by having an initiation of new members with a banquet. With the fraternities and sororities, the social side of college life was quite important. The year for them was pretty much a round of social events, beginning with stag smokers and teas and climaxed by the colorful spring formals when male chivalry and feminine beauty were on full dress parade.

As a means of bringing students together, the Y. W. C. A. for many years sponsored the "grind," an all college social at the beginning of the school year when the incoming Freshmen met and mingled for the first time with upper-class members. At the opening of the year, the faculty gave a reception in Denhart Hall for Freshmen and new students and faculty. Other all college affairs took place when occasion gave rise. Thus, Hallowe'en parties with spooks, ghosts and hob-goblins much in evidence, proved to be a good antidote for annoying student pranks on such festive nights. In the spring, on one of the rare days it did not rain, faculty and students deserted the classrooms and laboratory and joined in observing the tradition of campus day. The morning was devoted to cleaning, raking, planting and other efforts aimed at beautifying the college grounds, the afternoon was spent in picnicing. The policy at Carthage as to social and religious activities of students tended to follow along liberal and sympathetic lines.

In 1926-27, a social committee of the faculty was

created to inaugurate a constructive social program for the student body. The committee adopted a plan of having monthly all college parties. For a time this seemed to be successful. Then from certain quarters which were dissatisfied with the plan, arose and spread an agitation for co-dancing at Carthage. By those who agitated for dancing, it was pointed out that while the general policy at Carthage was against it on the college premises, there were no regulations forbidding students to attend dances away from the campus.¹ The question of sanctioning dancing was given serious consideration by President Wickey, the board and the faculty.² When the general trend of opinion at Carthage College and among its constituents seemed to favor co-dancing as a form of social entertainment, official recognition by the college authorities appeared to be only a matter of time.³

In accordance with long standing custom, con-

1. Collegian, Bd. Vol. p. 34, February 25, 1927, Student Opinion; Ibid, January 14, 1927, Student Opinion; Collegian, Bd. Vol. 35, May 10, 1929, editorial. The only form of dancing permitted on the campus was at the annual Washington ball in February. Only girls were present and participated. It was a glamorous occasion when the coeds in Denhart Hall costumed like eighteenth century ladies and gentlemen danced the stately minuet. Meanwhile, on the outside the men who were persona non grata at these affairs, to satisfy a consuming curiosity, thronged at every window and door to see what was going on. Often as they stood watching, their enthusiasm was somewhat dampened by copious pitchers of water tossed down on them from somewhere above.

2. A poll to determine the sentiment of students, faculty, parents and pastors yielded interesting results. On the subject whether the college should sanction co-dancing, replies from 191 students showed 90 per cent in favor, replies from 27 faculty members showed 82 per cent in favor, replies from 152 parents showed 68 per cent favorable and replies from 126 pastors showed 59 per cent for recognition. Third Annual President's Report, June, 1929. Record of the Trustees, pp. 446-47. Evaluation of the Presidency of N. J. Gould Wickey, pp. 7-8

3. Since President Wickey was about to leave Carthage and did not wish to recommend a policy which might be contrary to that of his successor, he recommended to the board — "That a committee from the Board be appointed with discretionary power to work out with the faculty a definite policy in regard to the problem." This was unanimously adopted. Ibid.

stant attention was devoted to the cultivation of the spiritual. Compulsory chapel and convocation were held on five days of the week. They were addressed by members of the faculty and speakers from Carthage and outside points, and were under the direction of the college chaplain who was given charge of all religious activities on the campus.¹ For the benefit of parents of students and others who might be interested, convocation programs were broadcast. By counseling students when in trouble or in need of counsel and by daily practice of their religion, the Christian Association rendered invaluable service.

Strong bonds of devotion held many students, especially those who were Lutheran to Old Trinity as the college church. Sunday after Sunday, worshipping students and faculty were inspired by the messages from the pulpit and as they listened to the anthems and solos by well-trained voices of the church choir. Church organizations such as the Luther League counted among their members many earnest students. Gathered before the fire place of the church parlors or at the parsonage, Luther Leaguers had their devotionals followed by a social hour of fun and frolic over their sandwiches, doughnuts and hot chocolate.²

With respect to formal religious instruction, although more courses of study in Bible and religious education were given, the percentage of students enrolled in them was not large. This situation was not

1. In an editorial, a freshman wrote, "Chapel proves to be a quiet period when we can meditate on spiritual affairs of our lives and profit by speeches, inspirational hymns and Bible reading." Another freshman expressed himself in this wise—"The measures taken for the spiritual life of the college student could not be improved upon in my estimation. Of course it is not perfect, but I do not believe it is at any other college. It is not the ideal college but the college with an ideal." President Wickey's Semi-Annual Report, Record of the Trustees, p. 373.

2. More and more were students encouraged to visit and gather at the parsonage where they were welcome to come and made to feel at home. This was true when the Rev. C. A. Piel was pastor at Trinity Lutheran, and it grew more customary under those who followed.

unlikely to give the impression that not enough emphasis was given at Carthage as a church school to such instruction. President Wickey was of the opinion that as one of the characteristics which should distinguish a church college from a state supported institution, the requirements in Bible and religious teaching at Carthage should be raised. As a step toward that objective, he advised that there be a reorganization of the curricula, including the number of credits required in the various departments toward graduation.¹

Athletics, intercollegiate and intramural, may be named as one of the four major extra-curricular activities.² In intercollegiate athletics, the record of Carthage except in track and tennis until 1929 was unimpressive. In the succeeding four years, Carthage College enjoyed a series of highly successful basketball seasons. Of a total of sixty-five games played in this four year period, the Carthage players won fifty-one. Of a total of forty-three conference games, Carthage won thirty and lost thirteen. In 1929-30, an exceptional season, all but four of the eighteen games played by Carthage were victories and the Crimson team had the distinction of tying with Shurtleff College for second place in the conference.³ The year 1931-32 brought more laurels for the Carthage basketballers. For having won nine conference games and

1. Evaluation, p. 6. Although courses in religion were required for graduation, the minimum requirement for the Bachelor's degree was only six credits. This compared with a minimum of ten in English, twelve in science and two years in language. The recommendation by the committee on courses of study in 1930 that the science requirement for graduation be raised to two years of science was defeated by the Senate. Minutes of the Meetings of the Senate, p. 216.

2. Intramurals at Carthage were inaugurated in 1927-28 under the direction of Coach Omer and assistant coach, H. L. Wagner. Thereafter intramurals were regularly featured every year and schedules in football, basketball, tennis, track, and volley ball were arranged among teams representing the classes, the fraternities and other student societies.

3. Carthage scored a total of 502 points to 416 of the opponents. Bradley took the league title. Collegian, Vol. 37-40, March 3, 1930.

lost but one they were acclaimed the Conference Champions.¹ The student body was ablaze with excitement and petitioned the senate to dismiss classes so that they might celebrate in a befitting manner. But that body of dignitaries did not share their enthusiasm and rejected the petition.² In the next season, had it not been for the loss of two conference games, Carthage College would have captured the title a second time.³

Teams that win, inspire college spirit. They make for an "era of good feeling" on the campus and along with other student groups that represent the college on tours help to publicize it. This was true of the former Carthage Men's Glee Club and the Melody Girls who visited different parts of the state every spring. Presently these organizations were merged into a college a cappella choir composed of forty trained voices. The choir after spending many weeks in working up their programs of sacred choruses, set out on their tour. The tour took place during the college Easter recess and was scheduled to include visits to numerous churches in the college territory in Illinois and neighboring states. Chicago being an important point of the choir's itinerary, one program while there, was given over WGN. As a rule, the a cappella tours were very successful, the choristers were greatly appreciated and of more importance, they did much to advertise Carthage College favorably and win many strong friends for the institution.⁴

Meantime, the college male quartet, a picturesque group in maroon jackets and white flannels, carried

1. Collegian, Bd. Vol. 37-40, March 14, 1932.

2. Minutes of the Meetings of the Senate, March 2, 1932, p. 198.

3. The title in 1932-33 was lost by a six-point margin, Carthage having lost two conference games, one with Bradley Institute, 30-35, the other with Western Teachers' College, 44-43. Collegian, Bd. Vol. 37-40, March 9, 1933.

4. The college a cappella choir was under the direction of Mr. Elmer Hanke, director of the Conservatory of Music, assisted by Mrs. Hanke, instructor in voice.

a message of song and good cheer to audiences in Hancock County and outside. The college could also be proud of its crimson band of twenty-five pieces. It was the Carthage College band clad in striking uniforms that often performed at Homecoming and Commencement and that brought spectators at football and basketball games to their feet at the sound of "Carthage College Live Forever" and "Here's to the Man Who Wears a C." "Can anyone deny," asked the editor of the college paper, "that the crimson band has been a great aid to Carthage College this year? There is scarcely anyone who would say that the band has not filled our hearts with pride and enthusiasm."¹

The dramatic club as one of the older student organizations, had been known in the past for the activity and interest of its members in dramatics. Membership in the club was determined each year by means of competitive try-outs and according to the rules of the organization, it was to present at least one play each year. Like other groups however, the dramatic club had its ups and downs. When from time to time it manifested a too independent spirit in the selection of plays and in conducting its try-outs for new members, the College Senate was always nearby to reach forth a restraining hand.² During its intermittent moments of activity the club staged some difficult plays, such as *Icebound*, *The Goose Hangs High*, *Children of the Moon*, *Adam and Eva*, and *Monsieur Beaucaire*. These plays, well directed and well performed, reflected much credit on the actors and those responsible for their direction.³

In debate there was generally, a healthy interest

1. *Collegian*, Bd. Vol. 34, November 24, 1927.

2. Minutes of the Meetings of the Senate, October 28, 1931, p. 180; *Ibid*, September 27, 1928, pp. 80-81.

3. The *Collegian* for January 26, 1928, February 14, 1930, February 20, March 9 and April 4, 1933, carried accounts. The plays were coached by Mrs. Alice R. Smith, instructor in dramatics and expression, 1926-28, and Mrs. Genevieve O'Haven, instructor in French and dramatics, 1932-43.

among Carthage students. Those who tried out for debate faced a season of hard gruelling mental toil, devoid of the thrills, the spotlight, and glamour enjoyed by those who took part in most other extra curricular enterprises. There were compensations however, for the earnest, hard-hitting student debater, not the least of them, that of becoming a member of Pi Kappa Delta and of representing his Alma Mater at the Pi Kappa Delta convention attended by several hundreds of delegates from colleges the country over. Each year, Carthage debate squads met and crossed swords with debate teams of other schools over the Pi Kappa Delta question for the year. As many as fifteen forensic contests took place in a single season on the home front or off the campus. Some of the schools taken on by Carthage, were nationally known for their skill and experience.¹

In the debate season of 1928-29 described as "most successful", out of nine debates, five were victories, two were lost and two were non-decision contests.² Several factors, an interesting question, forceful speakers and enthusiastic support from the students were believed to have contributed to the year's success.³ The season of 1932-33 was also gratifying. The schedule included twenty debates with ten schools.⁴ Ten of the debates were listed as non-decisions, seven of the remaining ten judged debates were victories. On the Carthage squad this year were four men and three girls to share the honors. For the first time, debates were broadcast from the local

1. Such as the University of Oklahoma, The University of Vermont, Buffalo University and Weber College, of Ogden, Utah.

2. President's report, Record of the Trustees, pp. 446-47, 5.

3. Collegian, Bd. Vol. 35, April 12, 1929. The debate coach was M. E. Chapin, professor of English language and literature.

4. Two topics for debate instead of one were used. The Pi Kappa Delta question was on the cancellation by the United States of the Inter-allied war debts. The second question was on federal regulation of banking functions.

station WCAZ, while other new features such as the Parliamentary debate were introduced.¹

The small liberal arts college like Carthage faced the uncertainties of a changing world. The confident expectation in the heyday of the "college craze", that the school would continue to grow and prosper as in the past was giving way to anxious concern as to the future. For some time, Carthage College had felt the strain of competing state supported institutions. "We must be conscious, declared President Wickey, that competition among colleges is becoming more keen than ever before and that especially in the Middle West, the large universities are exerting an influence and have a drawing power which the small colleges have unusual difficulty to overcome and that on the whole, the small colleges can appeal to a rather limited number of individuals because of our inability to maintain the scientific departments with the needed equipment and to prepare for the various scientific and commercial vocations as do the state institutions and universities." President Wickey also called attention to the menacing junior colleges which being publicly supported were therefore in a strong position to underbid private schools for students and patronage. In the face of such conditions, he cautioned the board not to be over optimistic as to the growth of the college.²

As the great depression bore down on them, the small church colleges suffered so severely from com-

1. *Collegian*, Bd. Vol. 37-40, April 4, 1933.

2. President's Report, June 1928. Record of the Trustees, p. 418, pp. 12-13. In his third semi-annual report, President Wickey spoke again of the competition offered by state universities and junior colleges. Ibid, p. 436, 4. President Diehl alluded to the growing importance of state institutions in the field of higher education. "The state, he said, has increasingly expanded its efforts in higher education and remarkable progress has been made in the establishment of state schools and in the proficiency of their work. By contrast the church related schools have fallen far in the rear." President's Report, Record of the Trustees, p. 480, pp. 2-3.

petition with tax supported institutions that many of them were forced to close or merge in order to save themselves. An important result of this was to bring up for discussion in educational circles the question of the relationship of the state schools and the private liberal arts colleges to the field of higher education. In the judgment of some observers, the day when the state public institutions would have a monopoly of higher education as they already had one of the primary and secondary levels was near at hand. Those on the other hand, who stood ready to defend the privately supported schools contended that they would continue to hold an important place in the realm of American advanced education.

In the spring of 1930, delegates from more than three hundred colleges attending a meeting in Chicago, organized what was called the Liberal Arts College Movement. Present at the conference were Secretary of the Interior, Ray Lyman Wilbur, Dr. John H. Finley, associate editor of the New York Times, Dr. Robert L. Kelley, secretary of the Association of American Colleges, and other eminent educators. The purpose of the movement was to set forth the place of the liberal arts college in higher education and to coöperate with such institutions in securing funds adequate to their financial needs. Far from advising that the colleges retrench, they were urged by the organization to embark upon policies of expansion. President Diehl after attending the Chicago Conference, warmly endorsed the movement and upon his urgent recommendation, the college trustees authorized that Carthage College become a member.¹

Educators who believed that the church related liberal arts college occupied a vital place as an institution of higher learning, justified their belief by point-

1. President's Report, Record of the Trustees, p. 462, pp. 2-4. The Liberal Arts College Conference, Carthage College Alumnus, Bd. Vol. 4-6, April 15, 1930.

ing out that in contrast with the highly specialized and vocational training of state supported schools, the colleges were prepared to give their students the benefits of a Christian Cultural education. This was well expressed by President Diehl when he declared, "The independent and church related colleges have a unique opportunity in that they can without restriction, furnish every element—that enters into a complete allround education, something that is hardly possible to a state university. The church related college can give a Christian interpretation to its instruction in all departments. It can help as no other agency save the pulpit itself, to make and keep our civilization Christian."¹ Apparently he had great confidence in the future of such institutions. "The tide of sentiment," he said, "in favor of church colleges definitely devoted to a program of Christian education seems to be rising rapidly within the last few years. Educators not only in the church, but also those working specifically in the field of state controlled higher education, have given repeated expression to the belief that America's best opportunity for educational advancement is to be found in the improvement of church related colleges."²

President Diehl, moreover, found himself in accord with those educators who held that the main function of the church school was to teach students how to think and reason independently. "The chief emphasis in recent years, in the instructional work of institutions of higher education, he informed the board, has been to throw the burden of learning upon the student rather than upon the teacher. No matter what method of teaching is employed, it was always for the purpose of stimulating the student to dig out for himself rather than to have the teacher

1. "The Place of the Church College." Carthage College Alumnus, Bd. Vol. 4-6, April 15, 1931.

2. President's Report, Record of the Trustees, p. 480, p. 3.

dig out for him that which he should learn.”¹ One valuable result of such discussion was to cause the college to become more firmly anchored in the affections of its friends and constituents. For they were more convinced than before that Carthage College had a real educational mission to fulfill.

1. President's Report, Record of the Trustees, p. 490, p. 1. Dr. Diehl concluded his statement on the subject by quoting from President Butler of Columbia University. "The main thing—is to make sure that the separate college of liberal arts and sciences is strengthened, not weakened and kept in position and in power to do its vitally important work for the better education of American Youth." Ibid, p. 2.

CHAPTER VII

RENEWED INSPIRATION

SINCE Dr. Bingaman after serving two years was reluctant to continue as acting president and had asked to be released, it devolved on the college board to name his successor before the opening of the next academic year. The one selected to be the twelfth president of Carthage College was the Rev. Rudolph G. Schulz, a graduate of the school and the first alumnus to become head of his Alma Mater. The new president was a World war veteran and had been in active service overseas.¹ When he accepted the call from the board, Dr. Schulz was pastor of a large church in Toledo.²

The college considering existing economic conditions, was making fair progress in its recovery from depression. Student enrollment was the highest in many years and there were prospects of an increase in students due to a definite recruiting program. The institution was reported to have been in much sounder financial health than it had been for some time. "The college," President Schulz declared soon after taking office, "is living within its income. No unpaid current

1. Dr. Schulz was a member of the 108 Field Signal Battalion. He remained with his unit to the end of the war and took part in the Somme, Meuse-Argonne and St. Mihiel offensives. He was discharged sergeant, first class. Carthage College Alumnus, Septemebr 15, 1935, Bd. Vol. 10-12.

2. His election was by unanimous vote of the trustees on August 30, upon recommendation of the Executive Committee. Official Record, Executive Committee and Board of Trustees, pp. 60-61. After arriving in Carthage in October, Dr. Schulz was inducted into office during the annual homecoming festival held late that month.

bills are being carried over on our books. All current bills are being paid when due—no funds have been borrowed to meet current bills. The credit of the college is good.”¹

THE QUEST FOR BETTER STANDARDS

The significance of Carthage College as a church related school grew more pronounced after 1935. A closer integration with the churches on the college territory was cultivated and fostered through efforts of the administration and the director of public relations. Scarcely a Sunday passed, but that some one representing the college did not occupy the pulpit of some church of a supporting synod. More and more also the service rendered by the college and its faculty in the interest of its church constituents was made evident. Large numbers of church members who heard the concerts given by the a cappella choir while on its yearly tour, became acquainted with the contribution this important college organization was rendering. The Alumni Bulletin, a monthly publication read by many Carthage graduates and former students, many of them members of churches on college territory, gained a large following for Carthage. In some departments, students were encouraged to undertake studies or investigations which would be serviceable to the church. As one means of binding church and college into a more intimate union, President Schulz favored changing the constitution of Carthage College so that synod representatives on the board might be directly elected by the several synods.² One result of this careful cultivation of its constituents by the college was that fifty-seven per cent of the students at Carthage in 1940 came from Lutheran

1. Carthage Alumnus, November 15, 1935. Bd. Vol. 10-12.

2. President's Report, Record of Executive Committee and Board of Trustees, p. 116.

homes.¹ In time it likewise resulted in very substantial financial support from the synods.

A trend toward higher scholastic standards already apparent before he was made president, grew notably stronger during Dr. Schulz' administration. It manifested itself for one thing, in an improvement of the physical plant and equipment of the college. The new biology building was the embodiment of several years of hard labor spent in remodeling and reconditioning the former gymnasium. Much of the material that went into the building was assembled



BIOLOGY HALL

almost piece meal, demanding constant and patient search for it, because of the lack of ready funds to purchase it. When completed, the building provided space for the departments of biology, psychology, and agriculture and a museum containing large collections in biology, geology and mineralogy. Dedication of Biology Hall took place during homecoming in Octo-

1. President's Report, May 2, 1940.

ber, 1939.¹ A former residence just south of the campus was purchased and transformed into a practice teaching and home management house. As such, it was made into an attractively furnished residence under supervision of the department of home economics.

Most impressive of the additions to physical plant made under President Schulz, was that of the new Alumni College Library. The completion and dedication of this beautiful temple of learning, meant the fulfillment of dreams and hopes long cherished by many devoted friends of Carthage. A positive step toward making the library a reality, came when the board directed President Schulz by resolution to conduct an "advanced gift solicitation for the Library Building Fund" for the purpose of determining "sentiment of alumni and friends for this project."² The response made by the president seemed so encouraging that upon his recommendation, the board in January, 1941, gave him authority to initiate an intensive campaign that year for fifty thousand dollars. The board also approved the appointment of an architect to prepare plans.³

As planned, the campaign was to include the people of Carthage and Hancock County, outside of Carthage. Citizens of Carthage over-subscribed their quota of seventy-five hundred dollars. Three months after the drive began, the chairman reported that

3. The speaker at the dedication was Dr. Avin Nelson, celebrated botanist from the University of Wyoming. *Carthage College Collegian*, Oct. 20, 1939, Bd. Vol., 42-43.

2. President's Report, Record of Executive Committee and Board of Trustees, p. 134.

3. The architect employed was Robin Carswell of Burlington, Iowa. Mr. Carswell had designed the field house. President Schulz was made general director of the campaign assisted by Mr. E. E. Armstrong of Chicago. Mr. Donald Forsythe of Carthage was named chairman of the Carthage College Library Building Fund. The campaign was launched by means of promotional dinners in Carthage and other areas.



CARTHAGE COLLEGE ALUMNI LIBRARY

about four-fifths of the amount set as the goal had been raised.¹ At Commencement time, only a few thousand dollars, it was stated, were needed to cross the goal. After the board had voted to approve construction of the building, operations were begun on the site selected east of Old Main in the late fall of 1941.² Despite bad weather conditions and uncertainty as to priorities on steel, excavation, setting the foundation walls and erecting the brick walls were completed before the end of the year. Construction moved rapidly forward during the spring of 1942 and by Commencement in May, the handsome structure of Georgian Colonial style, stood ready for dedication. As the time to dedicate drew near, pictures of the new library with headlines in the college paper bespoke the enthusiasm of the students who had given generously to the building fund. In the *Wooden Indian* appeared this editorial comment, "The first building a visitor looks for on any college campus is the library building. We can now be justly proud of our new library and point to it with pride to visitors. It is one of the finest buildings to be found on any small college campus."³ At the dedicatory service an impressive program was presented. Faculty and guests marched in procession from the entrance of Old Main

1. "We have been working hard on this drive for Carthage for the last three or four months," declared Chairman Forsythe. "Now we are in sight of our goal." He pointed out that five hundred alumni, each giving twenty dollars, would assure success. *Carthage College Alumnus*, April 15, 1941, Bd. Vol. 16-18.

2. On the building committee were J. L. Berger, chairman, and the Reverends Mark Getzendaner and W. C. Satre; J. Arthur Baird, W. C. Krauss, E. C. Mack, Robin Carswell and President Schulz. The committee reported that to construct the entire building the total cost would be about \$40,000, this to cover the main unit at nearly \$32,000 and the north wing at a cost of \$7,600. These estimated costs did not include such items as wiring, plumbing and heating in the north wing and other items in the main unit. *Record of the Executive Committee and Board of Trustees*, pp. 158-59, pp. 163-64.

3. *Wooden Indian*, May 15, 1942, Bd. Vol. 1-2.

to the portico of the library in front of which the faculty were seated.¹

The program for educational promotion for Carthage as President Schulz envisaged it, made provision for the use of qualitative psychological and aptitude tests for students. The tests sponsored by the American Council of Education, were first applied to freshmen, then extended to cover an annual sophomore testing plan. Rather striking too was the move of this administration to strengthen the scholastic standing of the faculty. Strong encouragement was given members of the teaching staff to do graduate study. "The administration of the college", stated President Schulz, "is quite willing to do all it possibly can to coöperate with members of the faculty in obtaining advanced degrees."² It was with evident satisfaction, that he reported to the executive committee of the board the excellent rating given the faculty of Carthage by the North Central Association in 1939 for contributions made by them as authors of books and articles. As for faculty academic rating, he pointed to the fact that nearly one-third of them had doctor's degrees.³ Thus encouraged several of the faculty earned doctorates and as additions to the teaching force were needed, others holding such degrees were engaged. Frequent attendance by members at meetings of learned societies, gave proof of academic growth. Carthage College moreover, played host to a number of national societies which convened on the

1. The speakers included Dr. John A. Wieland, State Superintendent of Public Instruction; Leroy Knoeppel, Superintendent of the Hamilton High School and President of the Carthage College Alumni Association; Donald T. Forsythe, Co-Publisher of the Hancock County Journal and Chairman of the Library Building Fund Campaign; and President Schulz. Carthage College Alumnus, May 15, 1942, Bd. Vol. 16-18.

2. President's Report, Record of Executive Committee and Board of Trustees. President's Report, p. 117.

3. The percentile score given the faculty on authorship by the North Central Association was the unusually high one of 97.5. Record of Executive Committee and Board of Trustees, p. 113.

campus for their annual meetings.¹ Then too, the custom of inviting distinguished scholars and artists to the campus, contributed much to the development of cultural and scientific interest among both faculty and students. These contacts were quickening and refreshing to the college community as a whole.²

Such an academic promotional program was to a large degree furthered by the steadily improving financial position of the college and the faculty. From the outset of his presidency, Dr. Schulz had as one of his aims, to raise faculty salaries, restoring them if possible from their low level to their normal figure.³ As a first step to that end, he asked the board to commit itself to a plan to enable the college to pay the faculty seventy-five per cent of normal salaries by September, 1936. This was to be done by means of a special salary fund to be secured from individual gifts.⁴

This salary fund was to be supplemented by the Living Endowment Fund which had been in use for several years, and which as planned was intended to provide a constant source of income from gifts of loyal alumni and former students. Each year, as they made their gifts, the sums given represented the interest on endowment, the givers who had been endowed by the college with an education, were the

1. As examples, there was the Theta Chi Delta Chemical meeting in April 1939, and the Regional Convention of the Tri-Beta Biological Fraternity in the spring of 1942.

2. Several of these visitors to Carthage, such as Julian de Gray, pianist, linguist and versed in international affairs, Dr. R. F. Arragon, historian, and Dr. Herbert N. Crouch, classicist, represented the Association of American Colleges. Dr. Clyde Fisher, astronomer of the New York Academy of Science, represented the American Museum of Natural History. Collegian, January 16 and November 18, 1940, Bd. Vol. 42-43; Wooden Indian, October 17 and November 11, 1941, Bd. Vol. 1-2.

3. "The most pressing problem," he declared, "is that of finances particularly as it affects our faculty. Our salary levels range from \$62.50 to \$104.16 per month. Our faculty has not only gone the second mile; they have gone the third mile." President's Report, June 4, 1936, p. 3.

4. Ibid, p. 4.

principal or the living endowment. All money received from this endowment was applied on faculty salaries. Still a third source of revenue which was drawn on for the same purpose, was that instituted by President Schulz with the approval of the board, to be known as the Carthage College Foundation for Christian Education. Its purpose was to increase the annual income of the college by twenty-eight thousand, five hundred dollars, by means of gifts from individuals and congregations. These several projects proved to be sufficiently productive to enable the college to make substantial additions to faculty salaries every year.¹

The faculty naturally stood to benefit materially as the financial status of the institution grew stronger. That its financial condition was improving perceptibly was made clear by reports released by the college business office soon after Dr. Schulz became president. He had as early as January, 1937, insisted that the board revise its policy with respect to the management of the endowment investments. He had urgently favored that because of the the complexity of the subject, the board engage the services of a financial counselor to supervise the endowment portfolios. Under this objective expert management, the endowment the President thought, might be brought up to the highest point of productivity consistent with safety of investment.²

The board having approved, the new policy was put into effect at once. It doubtless played a part in the steady recovery in principal and in earning power of the college endowment in the next few years. From

1. According to figures of Dr. Schulz, the college would need this additional sum to meet the annual operating budget of \$100,000 required to carry on effectively its educational program. He proposed that \$5,000 of the amount be raised in Hancock County, \$5,000 by the alumni, \$15,000 by the churches and the rest to come from other sources. These quotas were to be raised annually. *Carthage College Alumnus*, March 15, 1938, Bd. Vol. 13-15.

2. President's Report, Record of the Executive Committee and Board of Trustees, p. 84.

August 1936 to August 1939, net returns from these investments as reported by the college treasurer increased more than three fold.¹ In January 1938, President Schulz in reporting to the board, stated that the fiscal year ending August 31, was one of the best in recent years, net income from real estate and gifts from churches having risen one hundred per cent, net income from bonds three hundred and fifty per cent.²

One of the major purposes of the Schulz administration as stated before, indeed a key to our understanding of the forward movement of Carthage College after 1935, was the determination to draw the college and the churches into closer union; a union in which the college should serve in giving Christian education to its students, and to be a training place for young persons who contemplated the ministry, the field of missions or other fields of service for the church. The churches on their part, should give adequate financial aid and pledge themselves to send students to Carthage. Convinced that in these respects, the churches on the college territory were not assuming their proper obligations, President Schulz called the board's attention to the situation in these words, "As encouragingly as we may interpret the gains made through the Carthage College Foundation, the fact remains that the only satisfactory solution to increase the income of the college can be attained when the church is aroused to make substantial increases through regular channels in the synodical budgets.— I believe that there is a growing feeling that synods must make greater provision in the mat-

1. On August 31, 1936, net returns were given at \$7,739.23, on August 31, 1939, they were reported to have been \$23,418. Report of President, May 31, 1940. *Ibid*, p. 1.

2. "This improved financial picture," he said, "reflected itself in salary increases but we are still not back to the 1929 salary norm." President's Report, January, 1939, *Ibid*, p. 97.

ter of college support.”¹ He explained his purpose to meet with the Executive Committees of the various synods to lay the matter before them. In order to make his appeal the more effective he asked that the board, by resolution call on the executive boards of the synods to invite him to present his cause. This request was granted.

All of the synods responded, so successful was President Schulz in making his plea for more generous aid. When the Illinois Synod met in Carthage, in May, 1939, for the first time in nearly twenty years, it voted to place Carthage College on its budget for one dollar per communing member.² The Iowa and the Wartburg Synods also agreed to include the college in their budgets for 1940. The Synod of the Northwest, since it had recently voted to include Carthage for an appropriation, offered the college the privilege of making an appeal to its churches. Estimated additional income from these sources to Carthage was placed at about twenty thousand dollars a year.³ “The faith which the church continues to express in the college, declared President Schulz, places a real responsibility on every member of the staff as well as on the alumni—that we continue to cherish

1. Report of the President, January 12, 1939. Record of the Executive Committee and Board of Trustees, p. 109. When compared with what other church colleges were receiving, the amount received by Carthage, he described as “almost pitiful.” From information collected from different sources over a period of time, he showed that the Norwegian Lutheran Church of America, about one-third of the U. L. C. A. in size gave \$152,000 to its four colleges; that Elmhurst College was getting \$50,000 a year from the Evangelical Reformed Church; that Augustana College and Theological Seminary received \$100,000 from the Augustana Synod; that Thiel College was on the budget of the Petersburg Synod for \$45,000; that Midland College received \$3,500 each from the Kansas and Nebraska Synods. The total sum appropriated for Carthage in 1938 by the Illinois, Iowa, Wartburg and Northwest Synods was \$3,400.

2. The Session of Synod at Carthage lasted three days and was attended by some three hundred delegates from one hundred and fifty congregations.

3. Report of the President, Record of the Executive Committee and Board of Trustees, p. 117.

the spiritual environment on the Carthage College Campus.”¹

During the administration of Dr. Schulz, death took its toll from faculty and board of trustees. The first of the faculty to be claimed was Professor H. W. Whitten, who for eighteen years was head of the classics department. After a long illness, he passed away on Easter Sunday of 1936. The faculty, in a note of sympathy to Professor Whitten’s family, expressed its appreciation of him as a co-worker and a Christian gentleman. “The faculty of Carthage College,” it was stated, “feels a deep sense of loss in the passing of our friend and fellow worker. During his connection of eighteen years with the college, he carried on his work with conscientious thoroughness.”² Under the caption, “Student Body Mourns Death of Professor Whitten,” the Collegian under date of April 20, 1936, declared, “With the passing of Professor Whitten the school deeply mourns.—A man who had so much to give others in such a retiring but effective way is a man that will be held dear in anyone’s memory.”

In the death of Dr. J. O. Evjen, which occurred early in 1942, the college sustained another heavy loss. Having served as professor of philosophy of history since 1930 and as dean of the college since 1933, Dr. Evjen was invaluable both as teacher and administrator. He was a scholar of rare qualities and his connection with Carthage College gave the institution much distinction in scholarship. In resolutions adopted by it, the board described Dr. Evjen as “A man of discriminating scholarship, broad and extended educational experience and of unique ability in inciting stu-

1. Carthage College Alumnus, May 15, 1939, Bd. Vol. 13-15.

2. Minutes of the Meetings of the Senate. Twenty-third regular meeting, May 15, 1936, p. 322-23. The Alumnus made this comment on Professor Whitten’s standing as a teacher, “He was always mindful of the high calling of a teacher, the guidance a true teacher should give not only in the branch that he is teaching but teaches the guidance that will make for Christian citizenship.” Alumnus, April 15, 1936, Bd. Vol. 10-12.

dents to careful discriminating scholarship.”¹ The faculty united in paying tribute by passing resolutions affirming Dr. Evjen’s “broad learning which made it possible for him to make a unique contribution to the intellectual fellowship of any gathering and which manifested itself in a life long service to the liberal arts college and the church.”²

The board of trustees lost two valuable members, one of whom was Mr. D. E. Mack who died in the late summer of 1937. His long career in the practice of law was spent in Carthage and for forty years he was on the college board. For thirty of these years, Mr. Mack was a member of the Executive Committee of the board and for twenty years he acted as the college’s legal advisor. His able and generous service to Carthage College was attested by the vacancy on the board caused by his death.³ The other board member to be taken by death was the Rev. T. B. Uber. He too had been drawn into close contact with the college. He had been formerly on the college faculty and his two sons and two daughters attended and graduated from Carthage. In the three fold capacity of teacher, board member and pastor, the Rev. Uber was one of the school’s loyal supporters.⁴

At its meeting in January 1941, the same one at which the board, by resolution, acknowledged the loss of Dr. Uber, the trustees joined President Schulz in doing special honor to Dr. W. H. Blancke whose eighty-

1. Record of Executive Committee and Board of Trustees, p. 165.

2. Minutes of the Meetings of the Senate, January 15, 1942, p. 440.

3. The resolutions adopted by the board upon the death of Judge Mack contained this testimonial, “To the investigation of any subject of consideration before our body, he brought a trained mind. His arguments were logical and forceful, his judgment sound; his mental processes were rapid, his industry intense.” Record of the Executive Committee and the Board of Trustees, p. 104.

4. At its meeting in January 1941, the board by resolution expressed its appreciation of his valuable association with the College. Ibid, p. 137.

sixth birthday anniversary occurred while the trustees were in session. The members listened to their venerable colleague as he opened the meeting with a scripture reading and led them in prayer. They gathered about him to extend greetings and good wishes and after the morning session adjourned they attended a luncheon given in his honor.¹ Graduating from Carthage College in the class of '83, Dr. Blancke served as field secretary under President Bartholomew. He was on the college board from 1896 to 1914. From 1902 to 1911, he was president of that body. He was re-elected trustee in 1928 and since then was on the board continuously until 1945, when upon his retirement, he was made a "member emeritus with the privilege of attending meetings whenever he desires."²

THE ALL OUT WAR EFFORT

In 1939-40, the world reverberated again to the din of another European conflict. The sudden occupations of Denmark and Norway, the invasion of the low countries and the fall of France before the inrush of the Nazi armored columns in June 1940, showed how vain after all was the wishful thought of some that this might be only a "phony war". In the months that ensued, the Americans learned from press and radio of colossal plans to turn the nation into an "arsenal of democracy". Day by day, the people read in the newspapers and heard from news commentators of the breath-taking developments taking place in the nation's capital. They were told of immediate "all out aid" to be extended to Britain, Greece, and China, of the passing of a compulsory Selective Service Act, the first peace time conscription measure in the nation's history. How long before the colleges and uni-

1. Ibid, p. 136. On behalf of the board, President Schulz presented Dr. Blancke with a memento which was autographed by all the members.

2. Annual meeting Board of Trustees, May 29, 1945, p. 1.

versities would feel the impact? How long, in fact, before these goings on would disturb the calm and repose of Carthage College?

It was not long before the hand of the draft law was hovering over the college campus.¹ Student enrollment at the highest peak in many years began tapering off as the men were taken by the Selective Service Act.² After Pearl Harbor, complicated conditions in connection with the nation's "all out war effort" multiplied on every side. Carthage, along with hundreds of other institutions of higher education, coöperated in a nation-wide program of acceleration. By faculty action, the college year was shortened and commencement pushed forward by two weeks. To achieve further saving of time, summer school was enlarged to include two terms of six weeks each, thereby enabling students to complete during the summer an amount of work equal to that of a normal semester of study. Students who had not finished their high school requirements for college entrance were given opportunity to complete them in summer school in order to be eligible for registration as college freshmen. These changes in the college calendar, it was computed, would mean a very substantial saving in time for the student taking advantage of them. He might now secure his degree in less than three years of college attendance.³ In certain of the departments such as chemistry, physics, mathematics, biology and physical education, the de-

1. At the close of 1940-41, Reserve Officer Robert E. Warren, Professor of Physics, was the first of the faculty to be called to the colors. *Wooden Indian*, May 13, 1941, Bd. Vol. 1-2. Early in 1942, Clark Rowland, assistant instructor in music, was the second faculty member to leave. President's Report, Record of the Executive Committee and Board of Trustees, p. 160. In June 1942, Dr. J. W. Poultney, Professor of Classics, left to report for military duty.

2. From a total of 316 in 1940-41, student enrollment declined to 272 by early 1942.

3. President's Report, Record of Executive Committee and Board of Trustees, p. 160.

mands imposed by the war acceleration program added much to the burden of those in charge.¹

In the early months of 1942, the college authorities prepared to coöperate with the government under its plan of deferred registration and attendance by college men. Known as the College Enlisted Reserve Corps, it was designed to enable college men of draft age to continue their study in college for such time as the government might designate. This might be for as long as two years, depending upon the exigencies of the war. Since the purpose was to select from these students, those who were qualified to become officers, provision for their further special training at designated training centers was made. Officers of the Army and Navy visited the campus to present the program and to supervise registration in the different branches of the armed forces.² A large number of Carthage men applied for enlistment in the Army, Navy and Marine Corps and most of them were accepted. From indications in midyear of 1942-43, the great majority of the men, it was thought, would be permitted to remain in college for the rest of the year. However, by March, 1943, the college suffered a very considerable loss in men students enlisted in the reserve branches. Before the close of the school year, more men were notified by the government to report for duty.³ By this time, nearly three hundred men and women from Carthage College were somewhere in military service. Indeed, several men from

1. The desire of the college to be of service to the community was evidenced by the program of first aid courses given by the Department of Physical Education in which large numbers of men and women in Hancock County were enrolled. *Ibid.*, p. 174.

2. These were the Army Enlisted Reserve Corps, Army Air Force Enlisted Reserve, Naval Reserve, and Class VI for freshmen and sophomores, Naval Reserve Class V5 for Naval Aviation Cadets, Naval Reserve Class V7 for Deck and Engineering Officers, Marine Corps Reserves.

3. By March, the college lost 49 men of the Enlisted Reserve Corps and 14 more were caught by the draft net in early June. President's Report, Record of the Executive Committee and Board of Trustees, p. 301.

Carthage by this time had made the supreme sacrifice for their country.

Coöperation by Carthage College in the war effort through participation in the Army Specialized Training Program, A. S. T. P., or the Naval Training Program, was seriously considered for a time by president and board. But after lengthy negotiations with different government departments in regard to facilities at the college available for government use, it seemed quite improbable that Carthage would be selected for an army specialized training unit. A strong objection moreover, was the greatly increased teaching force required for such a program. In his summing up of the situation to the board, President Schulz made this statement, "It is the opinion of your president that while we should make every effort to place our facilities at the disposal of the government, yet at the same time we ought not to count on any government contract but do all we humanly can to build up our student body without the aid of this government assistance and hold unswervingly to our purpose as a church related college."¹

The war emergency notwithstanding, the college moved consistently in the direction of a broader educational program. By action of the board, the degrees of Bachelor of Science and Bachelor of Music were to be conferred on the basis of courses of study approved by the faculty. The physics department was extended to make possible a major in that subject while a minor in speech could be selected. A five-year college nursing course in coöperation with approved hospitals was also offered for students wishing to prepare as nurses and with a view to entering the field of public health. The student would spend two of the five years in training at Carthage, followed by three years of study at an approved school for nursing. Upon completion of this training, the student would

1. President's Report, January 13, 1943, Record of Executive Committee and the Board of Trustees, p. 187.

receive the Bachelor of Science degree and a diploma as graduate nurse.¹

Depleted student enrollment called attention to the need of an even more intensified publicity and recruiting campaign. Such campaigns had been conducted with gratifying results, first, under direction of a field secretary and publicity director, then under a director of public relations.² Among the Alumni of Carthage very effective work in student recruiting was done by the executive secretary of that group.³ But as young men were being conscripted or drawn into lucrative kinds of employment, the task of recruiting students grew ever more difficult. To meet this situation, a plan of concentrated field work was proposed by the Committee of the Trustees, that of Promotion and Development, the plan to be made effective in 1942-43. It emphatically stressed recruiting students from Lutheran homes and congregations, to be achieved by direct contact with the pastors and churches in each of the supporting synods. A motivating thought it seemed, was to place on pastors and churches, the obligation to send their young people of college caliber to Carthage. In other words, the entire student recruiting policy was to rest mainly on the Lutheran constituents of the college.⁴

1. The program of curricular expansion was worked out by a faculty Committee on Educational Policies with Dean Boatman as Chairman. In addition to the above named courses, preparatory courses in medical technology were included to prepare women in particular, as medical technologists. A course in secretarial science in charge of Miss Maxine Mills, secretary to the president, was offered. *Carthage College Alumnus*, January 15, 1943, Bd. Vol. 16-18.

2. The Rev. Charles Landwere, as field secretary, canvassed for students from 1935-37. He was followed by the Rev. Roger G. Imhoff, who was director of public relations from 1938 to 1943. His successor was Ralph E. Whipple, director of Public Relations.

3. Mrs. Mary T. Newcomer acted as publicity director until 1928 when she became executive secretary of the Alumni Association.

4. Record of the Executive Committee and the Board of Trustees, pp. 167-68.

NEW LEADERSHIP

When he tendered his resignation in the summer of 1943, President Schulz closed an eight-year tenure of service.¹ On August 31, the board in special session unanimously elected Dr. Erland Nelson to the presidency of Carthage College. Dr. Nelson's election as the first layman to become head of the college was noteworthy in the institution's history since it marked an important break with past policy and tradition.² Representatives from many colleges were present to witness the new executive's induction into office which took place in November of that year.³

Carthage College at this time was in a financially sound position. Endowment income was reported to have been the largest in the school's history. Generous financial support from the synods showed how seriously the churches regarded their responsibility to the college. From the business manager's report it was shown that Carthage had a favorable income

1. He resigned to accept a call from St. John's Lutheran Church at Knoxville, Tennessee.

2. Dr. Nelson had been head of the department of Psychology and Education at Newberry College, Newberry, South Carolina, since 1936. Prior to that, he was president of Dana coln College. The art department is under Miss Valliere tember 15, 1943, Bd. Vol. 16-18. Dr. Nelson's election was made possible by action of the board in January, 1943, when the constitution of Carthage College was amended to permit the board to elect the president "from the clerical or lay membership of the United Lutheran Church of America." Record of Executive Committee and Board of Trustees, p. 200.

3. The ceremonies were opened with the inaugural convocation before which Dr. N. J. Gould Wickey, Executive Secretary of the National Conference of Church-Related Colleges, delivered the main address. An academic procession from the library to the field house preceded the inauguration program. It was held in the auditorium and was attended by faculty, students and visiting college representatives and eminent educators. Mr. O. A. Hanke, President of the College Board of Trustees as presiding officer, presented Dr Nelson for installation and Dr. Armin G. Weng, President of the Illinois Synod, conducted the installation service. Dr. Nelson's formal address followed on the theme, "One Thing Needful." November-December 15, 1943, Carthage College Alumnus, Bd. Vol. 16-18.

balance.¹ The one discouraging item in the college's financial statement was that of the declining revenue from student tuitions. This, as pointed out, had grave implications. To offset the loss of income from this source, the board voted to approve a fiscal measure to be known as the Century Club, to become effective in 1943-44. On the Century Club's membership roll were to be placed the names of those giving an annual sum of one hundred dollars toward a sum which should count as part of the operating fund. This sum of fifteen thousand dollars, it was estimated, would be sufficient to enable the college to carry on its educational program on the desired plane of efficiency.²

Less than a year before Dr. Nelson's accession to the presidency, the college trustees, upon the recommendation of its Committee on Promotion and Development, had decided to sponsor two major undertakings. One of these was a more intensive program for recruiting students. Under the plan as conducted, the Director of Public Relations was to maintain monthly contact with the chairman of the forenamed committee, as well as with the president of the board to keep both informed concerning his progress. So effective, apparently, was the canvass for students during the ensuing spring that President Schulz spoke in optimistic tones when announcing the results. Many former students, he said, would be back to register in the next school year while the number of new students to be expected according to advance registration es-

1. Report of the Executive Committee and Board of Trustees, p. 189. The report of O. A. Hanke, president of the board, revealed the progress made by Carthage College over a five-year period ending in 1943. Included in his report were the following items: An adequate program of workmen's compensation, buildings improved and in adequate repair, salaries increased nearly \$12,000 annually, yearly support from the Illinois Synod raised from less than \$4,000 to approximately \$19,500, increased financial support from other synods.

2. Carthage College Alumnus, February 15, 1943, Bd. Vol. 16-18.

timates, would compare well with that of previous years.¹

With the approach of the seventh-fifty anniversary of Carthage College in 1945, plans for observing a "Diamond Jubilee" were being unfolded. In January, 1943, the Committee on Promotion and Development secured from the board, the adoption of a three-point program for the Commemoration of the "Diamond Jubilee". The first two points called for a student body of four hundred and fifty by 1945, and membership in the Association of American Universities respectively.² For its third point, the Committee set as its objective, the liquidation of all college indebtedness and a campaign for funds to build a new men's dormitory.³

To these measures, of the previous administration, Dr. Nelson not only gave wholehearted approval, but indicated they would have the full weight of his administration behind them. That he also meant to bind the college and the churches of the synods into a closer union was made clear beyond a doubt. In a letter addressed to the pastors on the college territory, he wrote, "With a sound program of Christian education and with the united support of three hundred loyal pastors, we can have not only the strongest college in the U.L.C.A., but the outstanding college among the Lutheran bodies."⁴ The mutual dependence of college and churches as he conceived it, was further brought out in his first report to the board. "We speak of a church supported college, rightly. It is just as right to speak of the college supported church! With-

1. Report of the Executive Committee and Board of Trustees, p. 205.

2. Carthage had been dropped from the list of members approved by the Association several years before.

3. Report of Committee on Promotion and Development, Report of Executive Committee and Board of Trustees, pp. 196-97.

4. Quoted by President Hanke in a statement to the board, January 15, 1944, Report of Executive Committee and Board of Trustees, pp. 223-24.

out the school, the church slowly dies. The denominations which saved by not building schools, are denominations whose names we have forgotten.”¹ There were indications, too, that the new administration might stress more strongly than preceeding ones, the necessity of cultivating the Lutheran Constituency of Carthage College.

With respect to the current junior college movement in the educational field, President Nelson has expressed his views in unmistakable words. He has manifested concern over the multiplying number of these institutions, as did some of his predecessors. But as he interprets them, the junior colleges now numbering more than nine hundred, do not present a challenge to the liberal arts college as such. To quote his words, “The problem presented by the junior college is that of Christian as against secular education, not liberal arts as against vocational subjects.” He reminded the board members “that Carthage College is not here to extoll the humanities, the liberal arts as against vocational education. Our issue is Christian education versus secular education.” To meet the new challenge would mean “sacrifice on the part of the administration, confidence and vision on the part of the Board of Trustees, open mindedness and willingness to tread new paths on the part of the faculty.” A golden era of service lay in store for Carthage if these things came to pass.²

To the Diamond Jubilee Campaign for a men’s dormitory, the new president has devoted undivided

1. Ibid, p. 226.

2. President’s Report, Ibid, pp. 225-26. In answer to the question, “Can Carthage be truly distinctive?” President Nelson affirmed his belief that the college has many possibilities for rendering distinctive service. “America, he declared, needs a college outstanding in giving youth a motive for achievement, for service, for persistent study and untiring travel, for thinking, planning, working infinitely beyond our need for bodily comforts. The college to meet this tremendous challenge and render this service to church and country could be Carthage.” President’s Report, Ibid, January 18, 1945, pp. 1-2.

study and attention. Preparations for converting the proposed campaign into a moving reality began soon after his inauguration into office. At its mid-year meeting, the board gave formal approval. During the summer and fall of 1944, the executive committee worked out plans for organizing the campaign by appointing committees and selecting campaign chairmen.¹

The groundwork thus having been laid, the campaign was opened by the promotional staff in early October and continued until December fifteenth. The members of the staff then withdrew, leaving to the general chairman and his co-workers, the task of carrying the campaign to completion. Under the able direction of the committees in charge, aided by a large force of volunteer workers, the Jubilee Campaign for one hundred eighty thousand dollars, reached the half-way stage by January, 1945.² By early March, approximately sixty per cent of the goal was reported to have been reached. As the campaign has progressed, an honor roll of the congregations which have fully met or surpassed their quotas is being kept and distributed. By the first of March, 1945, forty-six churches in the Illinois Synod, thirteen in the Iowa, eight in the Northwest and fourteen in the Wartburg Synods were on the honor roll. Many of these congregations have oversubscribed their quotas two and even three times and more.

The erection of the new men's dormitory may prove to be the beginning of a postwar expansion at

1. A steering committee on which were placed the Revs. E. A. Piper, and W. E. Kaitschuk, O. A. Hanke, and President Nelson, with the Rev. Kenneth Hurst, chairman, was appointed. Mr. J. K. Jensen, treasurer of the Northwest Synod, was named General Campaign Chairman. For each of the four synods, chairmen were also designated. To actively promote the campaign, the services of Mr. Edwin Armstrong of Ward, Wells and Dreshman were engaged. Minutes of the Executive Committee, August 5, and September 16, 1944.

2. President's Report, *Ibid*, p. 7.

Carthage College.¹ Other important factors in such an expansion may include a material increase in student enrollment and further improvement in the institution's financial status. Higher standards of educational proficiency may also belong to the future. And, should Carthage achieve the distinction of being "the outstanding college among the Lutheran bodies," an era of expansion unparalleled in its history, may lie within the range of probability.²

In any event, it will behoove the college to make ready for the peace that lies ahead by putting itself in strong financial and educational position. It is with this in mind, no doubt, that the authorities have given serious thought and study to the problem of the college endowment and the investment of its funds. As for that portion of the endowment which is still invested in Chicago real estate, it is the apparent intention of the board to take advantage of the present improvement in economic conditions (1945) by disposing of some of the college properties in Chicago at the best prices obtainable for them. In May of this year the board authorized the sale of such properties in the amount of \$92,500. From time to time also, college farms, usually the less productive ones, have been

1. The Memorial Dormitory will be a massive fire-proof building modernized according to the latest standards of equipment. It will accommodate one hundred and twenty-eight men and provide space for parlors, game rooms, guest rooms and dean's apartments. According to present plans, the building will be completed and ready for occupancy by September, 1946.

2. Any contemplated program of postwar expansion for Carthage College must be carefully weighed in the light of the college's present and future financial position. As pointed out by President Nelson, present endowment income is twice as much as could be reliably counted on in more normal years. The financial support from the churches while generous at present, may drop off in less prosperous times. Hence the note of caution to guard against "obligating the college to any increases that cannot be ethically eliminated in case of lowered income." President's Report, June 5, 1944, p. 2.

sold.¹ These sales are being made in furtherance of a policy whereby the college may recover as much as possible of its original endowment invested in these holdings. A grave responsibility which the trustees likewise face in regard to endowment, is the matter of deciding whether to transfer the funds realized from the sale of real estate, to other types of investment such as high grade securities. Many endowed educational institutions have recently converted their endowments into government bonds while some have followed the less conservative course of buying high grade common stocks. Recent action of the board provides that college funds available for investment are to be converted into government securities, half in government bonds, half in treasury notes.² The problem at Carthage as with most smaller schools is to secure from its endowment investments, the greatest return consistent with safety.

Recent budgets of Carthage College have reflected a condition of declining income, principally due to the severe drop in student tuitions. From 1942 to 1944, the loss of income to the college from this source was more than fifty per cent.³ Although income from endowment and from the synods showed considerable increases for the same years, the college budget has failed to balance income with expenditures. Until such a time when student tuitions can be brought up again to their pre-war level, the college may be obliged to turn to other supplementary sources such as, additional grants from the synods or from the Board of Edu-

1. In January, 1945, Carthage College real estate holdings in Chicago were reported to have amounted to about \$249,000 and as yielding a net income of about \$10,500. Total real estate owned outside of Chicago, including farms, were valued at more than \$400,000. In 1944, \$45,405 worth of farms and other property outside of Chicago were reported sold. Report of President of Board of Trustees, January 18, 1945, p. 3.

2. Minutes of Board Trustees, May 1945, p. 15.

3. Student fees for 1942 were given at \$48,081.86, for 1944, they were listed at \$22,132.21. Student enrollment fell from 255 in 1941 to 131 in 1943. For 1944 it was 150. Report of President of Board of Trustees, January 18, 1945, pp. 1-2.

cation and from the Century Club, all of which have been important factors in aiding the college to meet its budget.¹

In educational matters, as well as in those financial, the present administration, it would seem, is making an effort to strengthen the college so that it may be in readiness for whatever demands the coming postwar era may impose. New ways in which the college may render instructional service are being devised. As an example, there has been installed for the first time, group instruction in music. Free class instruction in piano was offered to freshmen in September, 1944, with the result that about half of the class, most of them mere novices without previous knowledge of the subject, were registered for the course.² The college year 1944-45, also saw the addition of two new departments, one in business, the other in art.³ In the near future, it is proposed to supply the pressing want of a department of education. To fill the needs of returning war veterans who desire to continue their education as students, Carthage is

1. Income from the Century Club for 1941-42 was \$82.51, for 1942-43 it was \$3,643.56, for 1943-44, it was \$2,645. Ibid, p. 2. Increased gifts from the Board of Education, U. L. C. A., larger grants by the four synods together with economies in operating the college go far to account for the balanced budget for 1944-1945. President's Report to the Board of Trustees, May 29, 1945, pp. 3-4.

2. President's Report, January 18, 1945, p. 3. Commenting on the progress made by students in the first semester, President Nelson stated, "I heard a group of these rank beginners in a recital playing familiar hymns suitable for congregational singing! And the year isn't half over! Some who have had private lessons and failed, tell me that with this new method they have learned more in four months than they did in any two years by private methods. pp. 3-4. Instruction in class piano is offered at three levels of which the beginner's course is the first. This is followed by that of intermediate students, who advance from hymn playing to piano music of moderate difficulty. The third level includes advanced pianists. Carthage College Alumnus, February 15, 1945.

3. The business department is under the direction of Professor Orville Riggs, formerly professor of Commerce at Lincoln College. The arts department is under Miss Valliere Decker, who studied art extensively abroad.

prepared to offer a program of courses in liberal arts, the sciences, and in preprofessional training.¹ The college administration and faculty have also given serious study to the comparatively new field of social service into which more and more young persons are being drawn. These young men and women must pursue undergraduate courses, some of which are still in a rather tentative stage. In the circumstances, although Carthage stands ready to give many of the courses considered essential for the student to qualify for social service work, it is not prepared until there has been further clarification as to the educational standards to be set up in this field, to commit itself to a more definite program.²

In order to raise the quality of classroom instruction the faculty have been encouraged to engage in some self examination. Studies on the improvement of instruction have been made by faculty committees and reports of their findings submitted and discussed at regular meetings of the faculty. These investigations, as they are brought to completion may prove wholesome in their cumulative effect. In the words of President Nelson, "If we are constantly seeking and discussing improvement in our work, better instruction will eventually come. Poor comfort but it is only fair to say that Carthage is far ahead of many colleges."³

Carthage College was fated to be one of a great number of American colleges that has sustained heavy casualties in student enrollment. Yet in spite of the losses in its student body, due to the toll in manpower exacted by the war, there is consolation in knowing that the quality of students at Carthage, according to national aptitude tests is on the upgrade.

1. Carthage College is on the list of approved schools in Illinois which offer courses for veterans under the Servicemen's Readjustment Act, the G. I. Bill, Public Law 346, and under the Vocational Rehabilitation Act, Public Law 16.

2. President's Report, June 5, 1944, pp. 3-4.

3. President's Report, January 18, 1945, p. 3.

Particularly, does this appear to be so of the freshman class of 1944-45. As for sophomores, the tests showed an improvement over freshman standards that was several points above the level recorded for sophomore students in the United States. This would seem to be indicative also of superior instructional efficiency at Carthage as compared with other colleges in the country.¹

Plans for a large scale, vigorous system of student recruiting are in the making. For the present reliance on the efforts of a select number of student canvassers is to be continued until such a time in the near future, when a full time experienced field secretary can be secured. Since the territory for student recruiting activities, according to present expectations, is to be extended to include a much broader area than before, with Chicago as a center, the new field worker, it has been suggested, should make that city the headquarters for student recruiting.²

In the course of its development in the last ten years, the position of Carthage College as a liberal arts school has improved materially. There has been an improvement at Carthage both in regard to its educational standards, and its financial status. The present accent on the training of students in preparation for greater service in the church is a natural outgrowth of the increased solidarity that has come about between the college and the churches. Thus reinforced, Carthage College stands at the threshold of a promising future, ready to step forth and serve wherever opportunity may beckon.

1. Aptitude tests disclosed that freshmen at Carthage rated above the median for freshmen of the nation. The rating for freshmen for 1944-45 was shown to be higher than that of any previous class at Carthage on record and fully eight percentile points above that of the preceding class of freshmen. National sophomore achievement tests showed an improvement over freshman records of 4.2 per cent greater than for sophomores for the nation. President's Report, January 18, 1945, p. 8.

2. Ibid, p. 9. Some canvassing on a more local scale could be carried on from Carthage.

CHAPTER VIII

IN OUR DAY

OLDER residents of Carthage have seen the college grow from small beginnings. They may call to mind the handful of buildings that once housed the institution; when less than a hundred students attended classes under five or six professors. The present campus bears only a remote resemblance to the almost treeless prairie grounds as they knew them. With the exception of the main building and the president's residence, the entire college plant of today has come into being within the life-time of the older generation. Much of this enlargement of physical plant has taken place in comparatively recent times. Nearly half of the college buildings, the field house, biology hall, the home management house and the Alumni library were added since 1930. Some notable improvements were acquired at points removed from the campus itself. These comprise the wild life preserve distant a few miles from Carthage and the Mississippi River Scientific Station near Warsaw. Both are valuable for their facilities for study in biology.¹

Although the faculty of Carthage is larger today than in former years, yet owing to with-drawals caused by war demands, this number has been reduced. Faculty turnover has not been great and some have been on the teaching staff for many years. At least three of the faculty have been away on leaves of absence as members of the armed forces or to pro-

1. In its natural state, the Wild Life Preserve was well adapted for the purposes for which it was used. Since it was acquired in 1923, its usefulness as an outdoor biological laboratory has been enhanced. The Mississippi River Scientific Station consisting of two tracts of 125 acres along the Mississippi, also affords exceptional opportunity for biological study.

mote the war effort.¹ In recent years, several changes through death and resignation have occurred among faculty members who were long associated with the college.²

The most recent loss through death of a faculty member was that of Earl L. Lambert, who passed away on June 13, 1945. Professor Lambert was a Carthage College graduate and had served on the faculty for more than twenty years. He was in military service overseas as a veteran in the first world war.³

Economically, the college faculty of today, 1945, compared with faculties in former years, is better off. In consequence of added salary payments in recent years, present salaries have been brought almost up to their normal levels. Improved salary payments however, have been offset to some extent by war inflationary price trends and heavy taxation. The real income which the faculty will enjoy in future from their salaries will depend partly upon the continuation of these trends.⁴ With few exceptions, faculty teach-

1. Dr. J. W. Poultney, Professor of Classics, is on leave of absence with the United States Army. Dr. M. F. Stubbs, Professor of Chemistry, and H. L. Wagner, Associate Professor of History and coach and director of athletics were granted leaves of absence to promote the war effort. Mr. Wagner's leave terminated on June 1, 1945.

2. Professor Whitten, at the time of his death, had been head of the classics department for eighteen years. Dr. S. G. Hefelbower, who resigned in 1936, had completed sixteen years as Professor of Philosophy. Dr. C. A. Van Velzer served on the faculty from 1920 to 1936 as Professor of Mathematics. Upon his retirement, Dr. Van Velzer was made Professor Emeritus. Mr. Lewis Omer was on the teaching staff as physical director, coach and Professor of Mathematics from 1921 until his retirement in 1941. Dr. E. L. Hill was assistant Professor and Professor of Chemistry from 1926 to 1942.

3. Professor Lambert was attached to the Signal Corps and received a medal for valiant service. He participated in the battles of St. Mihiel, Belleau Wood and Meuse-Argonne. He was a member of the Phillip Hartzell Post of the American Legion. Hancock County Journal, June 14, 1945.

4. Carthage College has no plan in operation for the retirement and pensioning of its faculty. In his report to the board of trustees in January, 1944, President Nelson urged that a study of retirement pension plans for faculty be made. He was authorized by the Board to gather specific information on the subject. Record of the Executive Committee and Board of Trustees, pp. 227 to 234.

ing loads conform closely to standards favored by accrediting agencies. The exceptions are those of faculty members who teach in more than one department or in departments that are understaffed or in which replacements have not been made. As for the president, though in some respects his work in teaching has been made lighter, many new duties have devolved on him and as the top representative of the college, he is constrained to spend many days attending synodical meetings and educational and administrative conferences. His burden of responsibility as in the case of most college executives, has grown in proportion to the size and complexity of the school and present day demands made upon it.¹

Administrative work by the faculty as carried on at faculty meetings and in faculty committees has become highly organized and specialized. In the early days of small faculties, organization did not reach beyond the officers and occasional special committees. Much of the business in fact, was transacted as it were, by the faculty as a kind of committee of the whole. Since about 1900, it has been customary for the president as chairman of the faculty to appoint standing committees at the outset of each college year. As the committee plan came into use, much time and energy of the faculty could be conserved in regard to matters which could be handled more expeditiously by committee action. It has been many

1. To use President Nelson's words, "The activities of a president are too varied to make a neat summary." He listed as some of his activities in the first three months of his presidency, personal counselling of delinquent students, meeting with faculty committees, presiding at faculty meetings, giving several addresses, attending the National Lutheran Educational Conference, teaching one evening a week for five weeks in the Interdenominational Christian Leadership School, teaching college courses in Secondary Education three days a week, writing and publishing college bulletins, ads, news items, articles and general publicity work. Record of the Executive Committee and Board of Trustees, pp. 232-33.



CARTHAGE COLLEGE FACULTY 1945

years since the faculty gave exclusive attention to problems of class attendance, student discipline and other matters which today would be held to be quite outside its jurisdiction. One subject of administration however, which until a comparatively recent time claimed the faculty's attention at regular intervals was that of granting or denying petitions of students. At the beginning of each semester, these petitions requesting permission to make certain changes in scheduled courses of study, poured down on the faculty not unlike the spring and fall rains outside on the campus. For many years, both were accepted with equal resignation before a change as to the first was finally made. At present, such communications are referred to a regular committee for consideration and action, to the evident relief of the faculty. Standing committees in recent years have ranged in number from seven to eleven and included from two to seven members. At present as for some years, members of the faculty regardless of academic rank, participate on equal footing in faculty meetings. Formerly, a body known as the Senate composed only of heads of departments convened weekly to attend to more important matters of college business. General meetings including all of the faculty, were held at monthly intervals for transacting general administrative business. In time the practice of holding Senate meetings fell into disuse and the general faculty meeting attended by all of the staff took its place. For a while, distinctions in academic rank were attempted by permitting only professors and associate professors to vote in faculty meetings. This has been discontinued.

Prior to the war, campus interests outside the classroom and laboratory were in a flourishing state. With the active support of students and faculty behind them, the social and departmental organizations, the intercollegiate and intra-mural activities made for a richly diversified college life. It was a rare student or faculty member who had no part in it; and until

after 1941-42, college life at Carthage followed to a large degree, the normal pattern. During rush week of that year fraternities as usual had their smokers and stag parties, the sororities their teas for rushees. There was no abatement in the furious contest for pledges until the very close of the "hunting season" and the bids of the rushees had all been turned in, when it was discovered that twenty-nine freshman girls had decided to "go sorority". Meanwhile the smoke from the fraternity smokers having sufficiently lifted to show what had happened, revealed that no less than thirty-eight men of the freshman class had been rounded up and captured by their pursuers. All told, it was as nerve wracking and exciting as any normal rushing season could possibly have been.¹

Freshmen in green caps, felt constrained as in other years, to conform to a Spartan code of rules laid down for them by the Student Council. The annual homecoming festivities were highlighted by all the customary events. Beginning with Homecoming Convocation, the program of activities in 1941 provided for an alumni golf tournament, the meeting of the C men, and in preparation for the morrow's football game with Elmhurst, a session of pep talks and cheering was held in the field house, preceded and followed by torchlight processions. A huge bonfire gave light for another session of cheering in the open. On Saturday afternoon the game and in the evening the dance or prom over which the newly crowned Homecoming Queen and her attendants reigned were outstanding features. The Sunday morning hour of worship at Trinity was the fitting close to another memorable Homecoming as it passed into history.²

There was no departure from the usual program in intercollegiate athletics. The football season of 1941 turned out to be disappointing it is true, but these

1. *Wooden Indian*, December 2 and 9, Bd. Vol. 1-2.

2. *Ibid.*, October 7 and 17.

results could have been charged to the loss, through the drafting of several seasoned players.¹ In basketball the Carthage Redmen set up a better record. They won twelve and lost five games. The spring season in track proved to be still better. The cinder teams captured three track meets but lost in a dual meet with their ancient rivals, Western Teachers' College for whom it was the fifteenth consecutive triumph.² Participation by students in intramurals was never more popular. Intramural sports were engaged in by both sexes and included tournaments in golf, tennis, hockey, track and volley ball. Members of the Women's Athletic Association promoted a full year's program of intramural contests.

Most organizations at Carthage managed in 1941-1942 to carry on, though against many unforeseen difficulties. There was more than the usual interest in debate this year and the college was represented by a larger squad of debaters than for some time. Using the eight point peace proposal of the Atlantic Charter as the basis of discussion, the two teams of Carthage debaters took part in two tournaments with Normal and Central Teachers. The first of these consisted of non-decision debates but in the tournament with Central the Carthage debaters won four of the six contests.³ Carthage representatives who attended the national Pi Kappa Delta meeting at Minneapolis this year, were matched with strong teams from ten colleges. In two of these clashes, the Carthage men came out the victors.⁴

Special attention among those musically inter-

1. The 1940-41 season in football was rated the best since that of 1936-37. The Carthage team had a record of thirteen victories and five losses and a total of 732 to 646 points scored by their opponents. *Wooden Indian*, March 4, 1941, Bd. Vol. 1-2. Of the eight games played in the 1941 season, Carthage lost five and tied in two. The one victory was scored over Western Teachers' College by a 13-12 score.

2. *Wooden Indian*, May 22, 1942, Bd. Vol. 1-2.

3. *Carthage College Alumnus*, December 15, 1941, Bd. Vol. 16-18.

4. *Ibid*, April 15, 1942.

ested, was centered on the twelve day concert tour of the Carthage College singers in the late fall of 1941. This tour into four different states was the outstanding event of its kind of the year. More than a score of young people from Carthage made up the personnel of the group. The purpose of the tour in the words of the director was to "render artistic and spiritual music and to spread good will for Carthage College."¹

Student interest in dramatics was made evident early in the year when more than forty students responded to the call for the try-outs. Encouraged by the display of dramatic talent, the Dramatic Club gave a presentation of the Broadway comedy hit, the "Man Who Came to Dinner", with a cast of more than thirty characters.²

With the exception of the last few weeks, the school year 1941-42, seemed not at all unlike other years before. The prospects for the next year however, because of the sharp decline in student enrollment were not so reassuring. Student registration for 1942-43, revealed there were forty-five less students at Carthage than in the previous year. There were forty less men students on the campus at the beginning of this school year and before its close more than sixty men left college to report for duty in the armed forces. Yet notwithstanding this discouraging outlook, the prevailing spirit of faculty, students and administration was that of confidence in the future. On every side, was the determination to enter the new school year with a zeal to carry forward as many of the customary college activities as possible. Much was again made of homecoming which in spite of tire and gas rationing was unusually well attended. Carthage alumni and friends turned out to enjoy a well prepared homecoming season which was lacking in

1. *Wooden Indian*, November 14, 1941, Bd. Vol. 1-2.

2. *Wooden Indian*, December 2, 1941. A Medieval Morality play, "The Summoning of Everyone", was presented by the Dramatic Club on Good Friday evening, 1942. *Carthage College Alumnus*, March 15, 1942, Vol. 16-18.

none of the customary features. The weather was perfect and the trees of the campus aglow with autumnal coloring made an ideal Homecoming setting. Among the high points this year were the football game, pep meetings, parades and bonfires, class breakfasts and teas and the concluding Sunday morning service at Trinity Church.¹

Inter-collegiate activities were carried on in spite of increasing difficulties. Regular schedules in football, basketball and track with other colleges were undertaken. Of these, the basketball season brought the most satisfaction. Nine of the fifteen games played were victories for the Carthage Cagers, some of the games with teams from schools reputedly stronger than Carthage. Two of the victories were won over Western Teachers' College, bitter rival of Carthage for many years. It had been twenty years, so the record showed, since Carthage had downed the Leathernecks twice in the same season.² Prospects for a successful year of track events, at first quite promising, grew more dubious when several lettermen who were counted on for victories had to leave college to begin training in military and naval service.³

With the exception of a few activities of a definitely inter-collegiate nature, there was not much slowing down. In music, an extra-curricular program by the college choir, the orchestra and the band was promoted during 1942-43. Without exception, the various departmental organizations were in evidence and made gains in their membership rolls. At several confer-

1. Carthage College Alumnus, October 15, 1942, Bd. Vol. 16-18.

2. The Crimson players ran up a total of 700 points this season as against 537 for the opponents. The victory over Augustana, the first in many years of basketball, with a score of 56-42, was one of the thrills of the season. But the two games won from Western, scores 46-32 and 48-41, caused the very walls of the field house to vibrate with the shouts and cheers of the Carthage spectators. Carthage College Alumnus, February 15, 1943, Bd. Vol. 16-18.

3. Ibid, May-June, 1943.

ences, the college was represented by some of its faculty and students. Owing to its accelerated plan, however, the college year closed two weeks earlier and the graduation exercises were to some extent curtailed.

Since 1943, efforts have been directed toward retaining as much as the previous extra-curricular and social life of the college as the exigencies of the times would permit. The college year which began in September, 1943, found the school with a student roll of only one hundred and thirty-one, which was one hundred less than the year before. More startling was the fact that the number of men enrolled had dropped from nearly one hundred and forty to thirty-three.¹ With its manpower so near the zero point, many of the men's places in the extra-curricular and social life of the college had to be filled, if at all, by the women. But could the women take over the places left vacant? The Carthage Co-eds decided they must at least try. So they donned the white jackets and aprons the men had worn, carried trays and waited on tables in the dining room. A group of them went to work on the student newspaper and in the hands of a competent staff, mostly of girls, the college sheet was published during all the year. On campus day, the co-eds organized a task force, advanced upon the campus, clearing it of all "foreign matter"; and after mopping up certain pockets of resistance, they returned from their mission to report the campus cleared of the enemy.² Intramurals by rival teams of girls supplied some needed interest and new records were set in field hockey and volleyball.³ Members of the women's organizations, the Women's Athletic Association and the Women's Christian Association, did much to promote social life by sponsoring dances and co-recrea-

1. Wooden Indian, November 8, 1943.

2. Wooden Indian, November 29, 1943.

3. Ibid, January 17, 1944.

tional parties, some of them novel affairs.¹

Except for the fraternities and one or two sororities, organizations at Carthage have continued to be active. Many extra-curricular functions have gone on without interruption. Organized groups supported by the departments of biology, chemistry, home economics, modern languages and music have functioned with apparently slight change.² Other organized student groups to display noteworthy activity have been the Student Council and the Student Library Council.³ Two organizations, the Writer's Club and the College Band have been revived after several years of inactivity.

Inter-collegiate athletics since 1943 have perhaps slipped the most from pre-war standards. For a small college like Carthage to attempt a full schedule of inter-collegiate athletics at present is unthinkable.

1. An illustration of what could be done to meet the problem of dates for the co-eds, was the dance on November 12, to which were invited seventy-five soldiers from Camp Ellis. The men in uniform dancing with Carthage co-eds in their formals was one of the novel sights of the year.

2. These include the Epsilon chapter of Beta Beta Beta honorary Biological Fraternity, Alpha Eta chapter of Theta Chi Delta National Honorary Chemical Society, El Circulo Castellano, the Home Economics Club, Alpha Omicron Tau Honorary Home Economics Sorority, Pi Epsilon Music Fraternity for men and Alpha Tau Chapter of Sigma Alpha Iota National Music Fraternity for women. Alpha Mu Gamma National Foreign Language Honor Society was established in 1945. The Carthage Chapter is the first to be formed in Illinois.

3. Both groups are composed of elected representatives from the four classes and have faculty representatives. As a means of creating wholesome student atmosphere, the Student Council undertook to secure movie films for display at the college after the local motion picture theatre in Carthage was destroyed by fire. Other issues backed by the Council were the need of securing a dietician and school nurse, the possible reopening of the Dugout, the sale of war bonds and stamps. The Library Council exercises general supervision in the library. It has also for some time annually sponsored as its project the raising of money to purchase some improvement for the college library. Recently, the Council inaugurated a series of bi-weekly book reviews which are open to the public. In 1944, the Library Council secured a fund made up of gifts from various college organizations which was used to purchase books each month from the Literary Guild, the books to constitute a library collection of modern editions.

For obvious reasons, there has been no inter-collegiate football for several years. Of necessity, college sports have been mostly confined to intra-murals but with both sexes participating.¹ Members of the men's physical education classes in 1944 organized teams in intra-mural sports. The teams contended with one another in games in touch football, speedball, volleyball and in track and field events.²

Interest in basketball has been so keen at Carthage that in spite of all the handicaps, the men have been reluctant to forego inter-collegiate relations in that sport.³ Upon the announcement by the college authorities, that for the season 1944-45, basketball would again become inter-collegiate, enthusiasm ran high. A schedule of eleven games with Augustana, Culver-Stockton, Parsons, Iowa Wesleyan, Quincy, Eureka and Burlington Junior Colleges was arranged. In his summary of the season's results which netted but a single victory for the gallant Redmen, the sports editor of the campus journal offered these consoling words, "Defeats are only on paper and in many games not only were the Redmen shorthanded but it seems that Lady Luck forgot to attend. If we analyze the eleven contests, we find that our opponents scored 480 points to our 387 or a mythical score of 42-35."⁴ If only the players had discovered that secret weapon, vaguely hinted from time to time and used it to con-

1. About forty per cent of the girls were reported to have taken part in basketball intramurals in 1943-44. The season closed with an interclass tournament in which the freshmen won. This was followed by an All-Star Tournament with three teams of girls taking part. *Wooden Indian*, April 8, 1944.

2. *Carthage College Alumnus*, November 15, 1944.

3. In the absence on leave of Herbert Wagner, director of physical education and coach, several persons have since 1943 coached basketball. They were Charles Lynwood, The Rev. Paul T. Hersch and Stanley Lewison.

4. *Wooden Indian*, March 12, 1945. Injuries suffered by most of the players and losses of several of the team through the draft likewise would account for the losing streak.

found their enemies, the college paper might have carried a different story.¹

The college publications have shown much vitality, they have come from the press with unfailing regularity. The *Wooden Indian*, under the supervision of a capable student staff, has lived up to its motto. It has in truth been a paper written "by, of and for students". It has registered accurately and impartially the pulse of campus life and thought. It has been behind every college interest that deserved support. It has admonished its readers to "promote all organizations, activities and undertakings of Carthage College."² Monthly bulletins and the *Carthage College Alumnus* have been valuable means of conveying information concerning the college to its alumni and friends.³ Of unusual interest is the reappearance this year, 1945, of the college annual, the *Rambler*, published by the Junior class.

Under the present administration, attention is constantly directed to the religious needs of the college community. President Nelson has inaugurated a new feature termed Religious Emphasis Week which is observed annually at a series of morning convocations, student conferences in the afternoon followed by special services in the evening. Speakers representing the Synods are invited to address these meetings and in order to encourage students and faculty to be present during this season of meditation, classes

1. Ten members of the Squad of 1944-45 received basketball letters at a presentation service held in convocation. *Hancock County Journal*, April 26, 1945.

2. *Wooden Indian*, October 23, 1944. Members of the staff attended conventions of the I. C. P. A. and several feature stories and editorials entered by staff members in contests conducted by the I. C. P. A. received awards.

3. A new quarterly, *The Church Builder*, is now published for the benefit of the supporting Synods. The administration has expressed the hope that it will help "to arouse intelligent interest in Carthage, to interest youth in preparing for Christian leadership and to bring closer together the interests of church and college". President's Report, Board of Trustees, May 29, 1945, p. 5.

are ordinarily shortened and assignments curtailed.¹ Greater emphasis too is being placed on chapel. It is held in mid-forenoon on four days of the week and according to report is attended by a large number of the student body.

The distinctly Lutheran type of Christian education which prevails at Carthage is much in evidence. Recently an organization for Lutheran students, the Lutheran Student Association, was established at the college. Many other colleges are members in the region to which Carthage belongs. While it aims to disregard synodical divisions, the L. S. A. endeavors primarily to promote student interest and activity in the Lutheran Church and its work. Members of the organization hold an annual conference on some college campus.² More men from Carthage, it seems, are preparing to enter the Lutheran Ministry. In the spring of 1944, fifteen men of the college were reported as candidates for that calling while thirty-three Carthage graduates were studying at Lutheran Seminaries.³

For the purpose of drawing more young persons from the supporting synods on its territory, synodical scholarships are to be awarded annually. Any student who is a member of a church of the Synods of Illinois, Iowa, Wartburg and the Northwest may receive the scholarship which pays two hundred dollars for the four college years.⁴

1. At the first Religious Emphasis Week, the speakers were the Rev. E. A. Piper, President of the Iowa Synod, and the Rev. K. Bruno Neumann, of Peoria, Illinois, who represented the Illinois Synod. Wooden Indian, February 25, 1944. The speakers for the second season of the kind were the Rev. H. G. Twietmeyer of Chicago, and Dr. V. R. Pearson, Professor of Religion at Augustana College. They spoke on youth's problems of today and the church's place in the world of the future. At the evening services, special music was rendered by the College Choir. Wooden Indian, November 27, 1944.

2. Wooden Indian, November 29 and December 13, 1943.

3. Counting those of other denominations attending Carthage College, there were reported to have been fifty-two men who were ministerial students. Wooden Indian, March 18, 1944.

4. To secure the scholarship, the applicant must be recommended by the pastor of his congregation and be in the upper half of the graduating class of his high school. Wooden Indian, March 12, 1945.

Without fear of contradiction, it may be said that the hearts of Carthage College students always beat in sympathy for students in other lands. How true that has been in this war! Through the Young Women's Christian Association, students had opportunity to learn from a traveling secretary who visited the college, of the marvelous good done by means of the World Student Service Fund. When told about students in China and in Greece who were given aid in their desperate struggle for an education, the Carthage student body in true American tradition, made generous response.¹ In raising money for the W. S. S. F., sacrifice and labor played their part. Students put in spare time on work projects and turned the pay received into the service fund. Some gave what they saved from dessertless meals in the dining room. An all college party, the Horse Shoe Club, was given and the proceeds realized from this event was paid into the same fund. All told, the sum raised was thought to be unusual for a school the size of Carthage.² This year, 1945, another drive for W. S. S. F. was conducted under the sponsorship of the W. A. A. and the Y. W. C. A. Many of the projects of the year before including the Horse Shoe Club and others were again employed.³

The W. S. S. F. is only one of the many contacts which the college has maintained with the outside world. Since Dr. Nelson has been president, more than

1. An editorial in the college paper doubtless mirrored student sentiment when it urged its readers, "to give in the full realization that we either as individuals or as a student body are significantly molding together members of our student generation into an insoluble student world community." *Wooden Indian*, February 25, 1944.

2. Under the work project sponsored by the W. A. A., students accepted work to earn money toward their W. S. S. F. pledges. The fund itself was used to provide food, clothing, school supplies and money for student victims of the war. Books and writing material were sent to war prisoners in prison camps, in some of which schools on the college level, "Universities of Captivity", are conducted by former students and professors. *Wooden Indian*, February 25 and May 29, 1944.

3. *Wooden Indian*, March 12, 1945.

a dozen men and women of distinction and speaking for a variety of interests, have come as guests of the college. In the course of their appearances, faculty and students have benefited by hearing them in convocation and in informal discussion groups. Included on this list of visitors was a medical missionary from India, two lecturers on India, a contemporary American poet and authority of American Indian folklore, a Jewish Rabbi, a traveler and lecturer on Alaska and two internationally eminent authorities on Germany and Russia.¹

At present, 1945, Carthage College grants the degrees of Bachelor of Arts, Bachelor of Science and Bachelor of Music. The Science degree is conferred upon students who have completed the nurses training course and those who qualify in the department of home economics by meeting requirements under the Smith-Hughes law. Students are also eligible for the Bachelor of Science degree after completing a four years schedule of courses in business administration. The same applies to those who aspire to do graduate study preparatory to entering the engineering and medical professions. Having finished three years of preprofessional training at Carthage they may register in a professional school and upon successful completion of the first year of graduate study receive the Science degree from Carthage.²

1. Dr. Ida S. Scudder has been a medical missionary in India for more than forty years. *Wooden Indian*, November 29, 1943. Dr. M. K. Alexander is an authority on India and interested in promoting interracial and international unity. *Ibid*, February 25, 1944; John G. Neihart is the author of the "Epic Cycles of the West" relating to the history, philosophy and religion of the American Indian. *Ibid*, March 18, 1944; Rabbi Stener representing the Jewish Chautauqua Society, spoke on "What the Jew Believes". *Ibid*, April 29, 1944; Mr. E. L. Kunz, famous lecturer on world affairs, gave a lecture on "India, Key to World Security". *Ibid*, November 6, 1944; Irene Bewley gave a portrayal of the people living in southeastern Tennessee. *Ibid*, October 23, 1944; E. E. Raine gave an illustrated lecture on "Alaska, the Land of the Midnight Sun". *Ibid* November 27, 1944; Alexander Kerensky, prominent Russian statesman, had for the purpose of his mission, to acquaint students of Carthage with Russia, its social order and institutions. *Ibid*, March 12, 1945.

2. Carthage College Bulletin, 1945, pp. 32-33.

Under President Nelson there has been a revision affecting tuition charges and the awarding of scholarships. The student now makes a single payment for the semester which is inclusive of the various extra charges formerly collected in addition to the tuition itself.¹ The college has also inaugurated a new plan of scholarships to replace the former program.² Now a student may receive only one of three scholarships. He may be given part time employment a semester, a high school scholarship of twenty-five dollars for each of the four years in college, or he may be awarded a synodical scholarship as described before. Costs for rooms and board at Carthage have not gone up materially and considering the recent advance in commodity prices, seem very reasonable. In fact, a student at Carthage may secure room, board and instruction, so it is stated, for a sum not exceeding two hundred and fifty-five dollars a semester or five hundred and ten dollars a year.³

1. The "extras" included in the single payment cover matriculation fee, registration fee, locker fees, laboratory fees, hospital insurance, first aid fee, season tickets for athletic events, lecture and lyceum tickets, subscription to the college paper, diploma fee, library fee, typewriter rent, fee for use of business machines, and text book rental. *Carthage College Bulletin*, p. 27.

2. Formerly a student might secure three or four scholarships as deductions from his tuition. In an extreme instance, this pyramiding process resulted, it was reported, in the college actually having to pay a student to register.

3. *College Bulletin*, 1945, p. 27. In 1945, for the first time a new system of honors became effective. Based on the point system in use for many years, whereby students have received points toward graduation according to the grades earned, the new honor plan provides that seniors with an average of 3 grade points shall be granted diplomas inscribed with *summa cum laude*, seniors with an average of 2.7 to 3 grade points shall be given diplomas inscribed with *magna cum laude* and upon those having an average of 2.4 to 2.7 grade points, diplomas bearing *cum laude* shall be conferred.

Juniors with an average of 2.4 grade points and over for the year are given class honors, and the same honors are reserved for sophomores who have the same average in grade points for the sophomore year.

For the freshman class, there is an honor list on which the highest ten per cent of the class of that year are placed. *Ibid*, pp. 22-23.

Commencement season of 1945 did much to dramatize the Diamond Jubilee of Carthage College. Many weeks of hard work and careful preparation went into this historic occasion. The Commencement program extending over several days in late May included many features appropriate to the celebration of the seventy-fifth anniversary of the college. Certain parts of the program such as the Diamond Jubilee Service, the presentation of the birthday cake of the seventy-five year old college and the unveiling of the memorial tablet stood out as especially appropriate. Equally true was this of the pageant of drama and music, "The Story of Carthage College", presented before a large audience in the field house auditorium. This remarkable production covering the history of Carthage College since its founding was dedicated "to the men and women, living and dead whose work and help have gone into the making and preservation of the institution."¹

More than usual interest was attached to the announcements made by President Nelson at this commencement. He surprised the audience by announcing he had received substantial gifts for a new college chapel. Most interesting was the announcement of the christening of the S. S. Carthage Victory in honor of Carthage College and her Diamond Jubilee. The Carthage Victory will be christened on or before July 20 at the launching of the ten thousand-ton ship at Richmond, California.

Carthage College is now in the fourth year of world war. It has a war record of which it may be justly proud. About five hundred and forty-five Carthaginians, both men and women, are in the different branches of service. Many of them have been in

1. Among those who appeared as speakers on the commencement exercises were Miss Emma Johnson, Miss Annie E. Sanford, both missionaries to India, Dr. H. D. Hoover, former president, and J. C. Penney, chairman of the board of J. C. Penney, Inc., New York, who gave the commencement address. *Hancock County Journal*, May 31, 1945.

active service on every war front in Europe and in the Pacific. Of this imposing array of Carthage servicemen and women, eighteen were reported on V-E Day, May 8, 1945, to have made the supreme sacrifice in the defense of their country. These honored dead are: William E. Ackers, Joseph Beach, Paul Buelow, Clarence Folman, William Fulmer, George D. Davis, Donald Hancock, Burdette Harris, Robert Horsfall, Thomas Keough, Leonard Marshall, G. W. Miller, Donald Pagel, James Paton, Royal Runyon, Omer Shank, William Shellhorn and Harold Witt.¹

Three generations of students have gone forth from Carthage College. Their feet have worn smooth the steps that lead to the door of "Old Main". And on the desks in Old Main's classrooms, one may trace the carved names and initials they left behind. Of those who once trod campus paths and strolled arm in arm down Evergreen Walk, some have passed on to the Great Beyond. But many remain to bear witness to the maternal care of the college that nurtured them. May Carthage College, with God's blessing, go forward holding high the torch of knowledge, that a topsy-turvy world in need of more light may see.

1. Most of the starred names of these men appeared in the list of Carthage Servicemen and women printed in the *Alumnus*, March 15, 1945.

APPENDIX—PART I

FACULTIES OF CARTHAGE COLLEGE, 1870-1945

AGNES MARIE ANDERSON, A. B.

Instructor in Voice, 1916-1918; Instructor in German Academy, 1916-1918.

ANNA V. ALBREE

Stenography and Typewriting, 1902-1903.

EMILY S. ANDREW

Teacher, Shorthand and Typewriting, 1889-1890.

ALONZO HARVEY ARBAUGH, B. D., D. D. (1923)

Acting Professor of Philosophy, 1918-1919; Professor of Philosophy, 1919-20; Professor of Bible, 1920-1926.

GEORGE B. ARBAUGH, B. D., Ph. D.

Professor of Philosophy and Psychology, 1936-1943.

LYLE K. ATKINS, A. B., M. Mus. (1940)

Assistant Professor of Music, 1935-1943.

J. ARTHUR BAIRD, A. B.

Instructor in Physical Culture for Men, 1907-1914; Instructor in History Academy, 1908-1911.

ELLEN M. BAKER

Principal of the Normal Department, 1903-1904; Instructor in Mathematics Academy, 1903-1904.

H. M. BANNEN

Tutor, 1885-1886.*

CHARLES ANTHONY BARNHART, A. M.

Professor of Mathematics, 1912-1916.

E. F. BARTHOLOMEW, A. M.

Professor of the Natural Sciences, 1872-1883; President and Professor of Mental and Moral Science, 1884-1888.

E. L. BECHTEL

Assistant Principal of the Business College, 1904-1906; Instructor in Academy, 1904-1906.

VIRGINIA STOCKTON BECK, B. M.

Instructor in Piano, 1922-1923.

WILLIAM M. BECK, A. B. (1895)

Tutor in Greek, 1891-1894; Instructor in Typewriting and Shorthand, 1894-1895.*

FRANCES M. BEEM

Drawing, Water Color, Oil and Pastel, 1904-1906.

GEORGE BEISWANGER, A. M.

Dean of Men and Instructor of History, Academy, 1923-1924.

* Catalogues 1886-87, 1895-96 missing.

JOHN BEISWANGER, A. B.

Instructor in Chemistry, 1925-1938.

EMMA J. BELL

Assistant in the Academy and Instructor in English and Latin, 1901-1908, 1916-1920.

EUGENIA M. BELL, B. S.

Instructor in Academy, 1907-1908, 1916-1917.

CARL W. BELSER, A. M.

Professor of Ancient Languages, 1884-1886.

O. F. BERRY

Lecturer on Civil Government, 1887-1890.

IRA WELLINGTON BINGAMAN, A. M., D. D.

Acting President and D. L. Tressler Professor of Mental and Moral Science, 1933-1935.

ARCHIE OSCAR BOATMAN, A. B., A. M. (1927)

Instructor of Physics, 1918-1935; Professor of Physics, 1935-1940; Dean of Men, 1924-1942; Professor of Mathematics, 1936—; Chairman of Faculty, 1942—.

MIRIAM G. BOLLES

Secretary to the President, Stenography and Typewriting, 1902-1903.

LINDEN H. BOTKIN, B. Ed.

Instructor in Agriculture, 1942-1943.

CLARENCE M. BOTTS

Assistant in Physics in the Academy and Instructor, 1904-1905.

MELVILLE J. BOYER, A. B.

Instructor in Classics, 1916-1918.

MERLE WILLIAM BOYER, B. D., Ph. D.

Professor of Philosophy and Psychology, 1943—

GUSTAV F. BROEMEL, A. M.

Professor of Modern Languages, 1903-1907; Instructor in German in the Academy, 1903-1907.

J. M. BROWN

Professor of English Language, Literature and Moral Sciences, 1883-1884.

COLOMA BROWNLEE

Teacher of Shorthand and Typewriting, 1896-1900.

JOHN BRUBAKER, A. M.

Professor of the English Language and Literature, 1876-1883.

J. BYRON BRUCE

Instructor in Violin, 1912-1913.

LORENE BUEHLER, A. B.

Instructor in English and Spanish, 1926-27.

M. CECILE BURTON, A. B.

Instructor in English and Public Speaking, 1918-1919.

JOHN A. CALIFF

Superintendent of Hancock County Schools, Lecturer on Practical Pedagogy, 1900-1901.

WILLIAM CALL

Instructor in Violin, 1923-1924.

ESTHER ALFREDA CARLSON, A. B.

Instructor in History in the Academy, 1913-1919.

SANFORD NER. CARPENTER, A. M., B. D.

Professor of History and English Language and Literature, 1909-1911; Professor of History and Social Science, 1911-1913.

EUGENE S. CARTER

Instructor in Violin, 1919-1920.

ROBERT L. CASBURN, M. D.

Lecturer on Anatomy and Physiology, 1887-1890.

MERLE E. CHAPIN, Ph. B., A. M.

Professor of English, 1919—

STUART S. CLARK, B. S.

Football Coach, 1914-1916.

WALTER EDWIN CLAWSON, B. D., A. M.

Acting Professor of Bible and Religion, 1927-1928.

FRANK H. CLUTZ, Ph. D.

Professor of Mathematics and Astronomy, 1898-1899.

HELEN COLBY, A. B.

Instructor in Physical Education for Women, 1928-1930.

ELISE COOPER, A. B.

Instructor in French, 1924-1926.

L. P. CRAVENS, A. M.

Professor of Mathematics and Astronomy, 1884-1886.

W. S. CRESS

Tutor and Assistant Professor of Mathematics, 1873-1876.

JOHN M. CRILEY, A. B.

Professor of Mathematics and Astronomy, 1892-1895.*

MARIE CRONK, A. B.

Instructor in English in the Academy, 1921-1927; Principal, 1926-1927.

MRS. ELLEN DABNEY

Drawing, Water Color, Oil and Pastel, 1902-1903.

MICHAEL E. DAVENPORT

Principal of Business College, 1906-1908; Instructor in the Academy, 1906-1908.

SUSAN M. DAVIDSON

Teacher of Vocal Culture, Sight Singing, Chorus Director, 1896-1900; Instructor in Voice, 1907-1914.

GEORGE E. DAWSON

Tutor, 1884-1885.

VALLIERE G. DECKER, A. M.

Associate Professor of Art and Home Economics, 1944—

MAGGIE DELO

Teacher of Penmanship and Drawing, 1891-1893; Tutor in Latin, 1893-1894.

CHARLES EDWARD DERR, A. M., Ph. D.

Professor of History and the Social Sciences, 1913-1914.

* Catalogue 1895-1896 missing.

J. S. DETWEILER

President and Professor of Mental and Moral Sciences, 1883-1884.

JACOB DIEHL, A. M., D. D. (1920)

Professor of Religious Education, 1920-1923; President of Carthage College, 1929-1933. Tressler Professor Mental and Moral Science.

GUY LINTON DIFFENBAUGH, A. M.

Professor of English Literature, 1916-1919.

HARRY EDWIN DORNBLASER, A. M.

Professor of History and the English Language and Literature, 1902-1909; Instructor in History in the Academy, 1904-1906.

JEANETTE DOUD

Normal Supervisor of Music, 1925-1929; Instructor in Juvenile Piano, 1926-1929.

ANN DVORSKY, Mus. B. (1918)

Instructor in Piano, 1914-1922; Dean of the Conservatory of Music, 1919-1922.

HOLMES DYSINGER, A. M., D. D. (1903)

President and Professor of Mental and Moral Science, 1888-1895; Professor of Philosophy and History, 1894-1895.

W. S. DYSINGER, A. B. (1891)

Tutor, 1888-1889; Tutor, 1891-1892; Professor and Principal of Normal Department, 1892-1894.

L. F. M. EASTERDAY, A. M.

Principal of Classical School, 1870-1872; Professor of Mathematics and Astronomy, 1872-1883.

MRS. IDA A. EBRIGHT

Assistant in Academic Department, 1882-1883.

WILLIAM EBRIGHT, A. M.

Principal of Academic Department and Assistant Professor of Greek, 1882-1883.

ISABELLA E. ELLIOTT, A. B.

Instructor in History, 1906-1907.

PAUL ENSRUD

Director of Conservatory and Instructor in Piano, 1923-1924.

LUELLA F. ENZEROTH

Instructor in Piano, 1908-1909.

EDWIN R. ERICKSON, A. M., Ph. D. (1938)

Instructor in Chemistry, 1933-1935; Associate Professor, 1935-1937; Professor, 1937-1940.

JOHN O. EVJEN, Ph. D., D. Th. (1928)

Professor of Germanics, 1924-1925; Professor of Philosophy of History, 1930-1942; Dean of the College, 1933-1942.

GOLDENA FARNSWORTH, B. S.

Instructor in Physics in the Academy, 1921-1922.

F. M. FASOLD, A. B.

Tutor, 1874-1882.

KENNETH FAULKNER, B. S.

Instructor in Agriculture, 1937-1941.

F. R. FEITSHANS, A. M.

Professor of Greek and the German Languages, 1872-1883.

ELIZABETH DEAN FICKETT

Instructor in Pipe Organ and Theory, 1919-1922.

PETER FIELD, A. M., Ph. D. (1903)

Professor of Mathematics and Astronomy, 1899-1902; Instructor in Mathematics in the Academy, 1902-1903.

ERNESTINE FIELDS

Head of Organ Department, 1924-1925.

ALBERT FISCHER

Instructor in Violin, 1907-1908.

ARTHUR E. FISH, B. D., A. M.

Instructor in Public Speaking, 1930-1933.

RUNOLFUR FJELSTED, A. B.

Instructor in Classics, 1915-1918.

WILLIAM H. FLETCHER, A. B.

Instructor, 1924-1925.

CLINTON G. FOLTZ

Bookkeeping and Penmanship, 1901-1902.

DONALD T. FORSYTHE, A. B., M. P. J. (1929)

Instructor in Journalism, 1926-1943.

MRS. M. B. FRY

Principal of Musical Department, 1874-1876.

ALETHA C. GADDIS, M. A.

Instructor in Mathematics, 1942-1943.

EMMERT A. GASSMAN, A. M.

Instructor in Chemistry, 1929-1930.

FRANK C. GATES, Ph. D.

Professor of Biology, January, 1916-1919.

GEORGE HOWARD GELSINGER, A. M.

Professor of Classics, 1914-1919.

E. F. GIESE, A. M.

Professor of the Greek and German Languages, 1875-1882.

PEARL EMMA GOELLER, A. B., A. M. (1928)

Registrar, 1921—; Associate Professor, 1935—

GRACE GOLLINGER, A. M.

Instructor in Physical Education for Women, 1939-1942.

MAUD E. GRAU

Domestic Science, 1901-1902.

EMMA GRAUF

Instructor Physical Education for Women, 1925-1926

CARROL G. GREEN, A. M.

Instructor in English and History, 1923-1924.

NELLIE DEANE GREER

Assistant Instructor in Piano, 1912-1914.

MRS. LUTIE A. GUNN

Vocal and Instrumental Music, 1903-1907.

JEAN L. HAINLINE

Instructor in Vocal and Instrumental Music, 1902-1903.

MARY A. HALEY

Elocution and Physical Culture, 1901-1902.

ELMER T. R. HANKE, B. Mus., A. B. (1931), A. M. (1937)

Director of Conservatory and Head of Piano Department and Director of Music, 1923—; Professor of Music, 1933—

EUDORA PETERSON HANKE, A. B. (1931)

Instructor in Music, 1925-1935; Assistant Professor of Music, 1935—

GRACE HANSER

Physical Director for Women, 1910-1911.

R. B. HANSFORD

Instructor in Fine Arts, 1884-1892.

GEORGE CARL ANDRIAN HANTELMAHN, A. B.

Instructor in Modern Languages, 1912-1913; Instructor in German in the Academy, 1913-1914.

LESSIE EMMA HASTINGS, A. B.

Instructor in Piano, 1923-1924.

ARTHUR A. HAUPT, Ph. D.

Acting Professor of Biology, 1919-1920.

LAWRENCE S. HEATH, A. B.

Professor of Mathematics and Physics, 1907-1908; Instructor in Mathematics in the Academy, 1907-1908.

SAMUEL GRING HEFELBOWER, Ph. D., D. D., L. L. D. (1925)

Professor of Philosophy, 1920-1935.

PAULUS HEIST, A. B.

Instructor in Physical Education, 1941-1943.

ALFRED HEITMANN

Instructor in Physics Academy, 1906-1908.

IDA JOSEPHINE HELFRICH

Assistant in the Normal Department, 1900-1901.

J. M. HELFRICH, A. B.

Professor of Music, Instrumental and Vocal, 1872-1874.

MILDRED HENDERSON, B. S.

Instructor in Home Economics, 1927-1933.

CARL HENDRICKSON

Physical Culture for Men, 1906-1907.

CHARLES F. HEYDE

Principal of the Business College, 1904-1906; Instructor in the Academy, 1904-1906.

LLEWELLYN HILL, M. S., Ph. D. (1930)

Instructor in Chemistry, 1926-1927; Assistant Professor, 1928-1929; Associate Professor, 1930-1932; Professor, 1933-1942.

MINNIE HILL (Resigned January 1, 1908)

Instructor in Piano, 1907-Jan. 1, 1908.

WILLIAM G. HILL

Laboratory Assistant, 1909-1911.

W. K. HILL, A. M., Sc. D. (1906)

Professor of Natural and Physical Sciences, 1884-1892; Professor of English and History, 1901-1902; Professor of Natural Sciences, 1902-1906; Dean of the College and Professor of Biology and Chemistry, 1906-1917; Dean of the College and Professor of Chemistry, 1917-1932; Academy, Principal and Instructor in Biology and Zoology, 1901-1902; Instructor in Science, 1902-1906; Instructor in Biology and Chemistry, 1908-1911; Instructor in Chemistry, 1911-1914.

T. A. HINES, A. M.

Professor of Mathematics and Astronomy, 1887-1889.

MRS. CHARLOTTE HODGMAN

Adviser for Women, Assistant in Home Economics, 1943-Feb., 1944.

ALBERT A. HOLMES, A. B.

Director of Summer School, 1925-1926.

RUBY M. HOLTON, A. M.

Instructor in Physical Education, 1922-1925; Instructor in Science, Academy, 1923-1925.

HARVEY DANIEL HOOVER, A. M., Ph. D.

President and D. L. Tressler Professor of Mental and Moral Philosophy and John C. Martin Professor of Bible, 1909-1926.

HARRY L. HORNER, A. M.

Professor of Mathematics and Physics, 1908-1911; Professor of Mathematics, 1911-1912.

E. C. HUGHES, A. B.

Tutor, 1879-1880.

IRMA L. IHRKE, B. Ed.

Instructor in Music, 1943-1944.

ESTHER JACKSON, A. B.

Instructor in Home Economics, 1921-1927; Instructor in Home Economics, Academy, 1921-1923.

VIRGIL M. JOHANSEN

Instructor in Violin, 1920-1923.

ELIZABETH JONES (Resigned December 24, 1901)

Vocal and Instrumental Music, 1901.

HAROLD LEE JONES

Instructor in Penmanship, 1900-1901.

JUANITA JONES, A. B., A. M. (1933), Ph. D. (1942)

Instructor in English, 1927-1935; Assistant Professor, 1935-1942; Associate Professor, 1942—

LILLIAN A. JOHNSON, Mus. B.

Instructor in Voice, 1923-1924.

GRACE JOHNSON, A. B.

Instructor in Piano, 1928-1929.

GRACE L. JOHNSON, B. S., M. S.

Associate Professor of Home Economics, 1943—

ROY H. JOHNSON, A. M.

Instructor in History and Public Speaking, 1926-1929.

KATHERINE M. KAISER, A. M.

Dean of Women, 1941-1942.

NAOMI LOUISA KAYHOE, A. M.

Professor of Modern Languages, 1914-1917.

A. CHRISTIEN KEINS, Ph. B.

Instructor in French and German, 1918-1919; instructor in Modern Languages, Academy, 1918-1919.

ALFRED G. KENT

Assistant in the Normal Department, 1896-1899.

ALICE LOVINA KIBBE, A. M., M. S., Ph. D. (1926)

Professor of Biology, 1920—

ROBERT KIDD, A. M.

Special Instructor in Elocution, 1874-1878.

HAMPTON MARSDEN KISHPAUGH, A. M.

Instructor in Physics and English, 1917-1918.

HERBERT L. KLINGBEIL, L. L. B., A. M.

Professor of Education, 1928-1932.

MARGHERITA KOCH

Instructor in Piano, 1909-1914.

SELMA S. KOENIG, A. M., Ph. D. (1931)

Professor of French and German, 1926-1931.

HUGO M. KRESSON, A. M.

Professor of Modern Languages, 1922-1923.

IRMA FREED KRIEBEL, B. E.

Instructor in Expression and Physical Culture, 1914-1918.

ELLA S. KUNKELMAN

Teacher of the French Language, 1882-1883.

J. A. KUNKELMAN, A. M.

President and Professor of Mental and Moral Science, 1881-1883.

EARL LOGAN LAMBERT, B. S., A. M. (1925)

Instructor in Biology and Curator of Museum, 1923-1935; Assistant Professor of Biology, 1935-1938; Associate Professor and Curator of Museum, 1938-1945.

ORISA LANAN, M. A.

Instructor in Physical Education, 1942-1944; Associate Professor, 1944—

HELENE LAURA LANDSBERG, A. M.

Instructor in Modern Languages, 1919-1920; Instructor in French, Academy, 1919-1920.

WILBUR BIGSLEY LARRICK, A. B.

Acting Professor of the Natural Sciences, 1900-1901.

RALPH LAWTON

Supervisor of Piano Department, 1909-1911.

MRS. OSCAR THOMAS LE BEAU, B. S., M. S.

Dean of Women, Assistant Professor of Biology, 1937-1939.

JULIA LENNING

Director Physical Education for Women and Instructor of Expression, 1918-1920.

ADAH W. LIVINGSTON, A. B.

Instructor in History, Academy, 1919-1923; Instructor in Latin, 1923-1924; Dean of Women, 1929-Jan. 1932.

FORREST A. LOUDIN, A. B.

Physical Director, 1914-1920; Instructor in Mathematics, Academy, 1917-1920.

HELEN LYVERS

Instructor in Voice, 1922-1923.

LAURA A. MANIER

Teacher of Instrumental and Vocal Music, 1885-1887.

MABEL H. MARTINIS

Dean of Women, and Instructor in Bible, 1898-1913.

MRS. HELEN MASON

Preceptress, 1887-1888; Preceptress and Matron, 1888-1892; Matron, 1901-1902.

PENFIELD E. MASON, A. B.

Assistant in Ancient Languages, History and English, 1894-1895*; Professor of History, 1896-1900.

LILLIAN MATHIAS

Drawing, Water Color, Oil and Pastel, 1906-1907.

MABEL CLAIRE McMURTY

Head of Voice Department, 1924-1926.

LEILA K. McNEILL, B. Sc., A. M.

Dean of Women, 1939-1941.

HENRY MEIER, M. S.

Professor of Mathematics and Physics, 1903-1904; Instructor in Mathematics and Physics, Academy, 1903-1904.

E. H. MENSEL, A. B., A. M. (1889)

Professor of Ancient and Modern Languages, 1887-1892.

J. L. MILCHER

Tutor, 1889-1892.

CATHRYNE MILKE, A. B.

Instructor in Music, 1933-1934.

ISAIAH LESLIE MILLER, A. M.

Professor of Mathematics, 1918-1921

MARY BERNICE MILLER, A. B.

Instructor in Physical Education for Women, 1927-1928.

ERVA MARIE MOODY, A. B.

Instructor in Latin, Academy, 1920-1922.

GRETCHEN MORGAN

Instructor in Expression, 1919-1920.

WALLACE SMITH MURRAY, A. B.

Professor of Modern Languages, 1911-1913; Instructor in German, Academy, 1911-1913.

C. WILBUR NELSON, A. B., M. Mus. (1940)

Instructor in Music, 1936-1942.

ERLAND NELSON, A. M., Ph. D.

President and D. L. Tressler Professor of Mental and Moral Science, 1943—

ROBERT ARNOLD JOHN NEUMANN, A. M., D. D., Litt. D.

Professor of English, Bible and Religious Education, 1929—

C. B. NEWCOMER, A. M.

Professor and Principal of Normal Department, 1896-1902; Instructor in Academy Greek, 1901-1904; Principal Academy, 1906-1909; Instructor in Ancient Languages, 1907-1909; Associate Professor of Ancient Languages, 1902-1906.

VILJO K. NIKANDER, A. M.

Acting Professor of Philosophy, 1930-1931.

JOHN NORTON

Instructor in Violin, 1927-1933.

MYRTLE IRENE NUTT, A. B.

Instructor in English, Academy, 1920-1922.

C. C. O'HARRA, A. B. (1893)

Tutor, 1890-1892; Professor of Natural and Physical Science, 1892-1893; Vice President, 1893-1895.

* Catalogue for 1895-1896 missing.

MRS. GENEVIEVE O'HAVEN, Ph. B., A. M. (1938)

Instructor in French and Dramatics, 1932-1939; Assistant Professor of French and Dramatics, 1939-1943.

LEWIS OMER, A. B.

Coach and Director of Athletics, 1921-1936; Associate Professor of Physical Education, 1935-1936; Associate Professor of Mathematics, 1936-1941.

MARTIN OSTERHOLM, A. M., Ph. D.

Professor of English and Modern Languages, 1896-1899; Professor of German and French Languages and Literature, 1900-1901; Professor of Modern Languages, 1901-1903; Instructor in German Academy, 1901-1903.

LEO OSTERMANN

Instructor in Commercial Subjects, 1937-1939.

RUTH OTTERBEIN, A. B.

Instructor in Music, 1933-1935.

FRED HENRY OTTMAN

Teacher of Bookkeeping and Penmanship, 1897-1899.

RALPH DORNFELD OWEN, A. M.

Professor of English and Public Speaking, 1911-1913.

HARRY E. PALMBLAD, A. M.

Professor of Modern Languages, 1918-1920.

KARR PARKER

Instructor in Physics, 1912-1913.

IVA H. PATTERSON

Elocution and Physical Culture, 1902-1907.

EMILY C. PENNOCK, B. S., A. M.

Instructor in Latin and History, Academy, 1911-1920; Principal Academy, 1920-1925; Instructor in Latin and Spanish, 1920-1922; Associate Professor of Modern Languages, 1922-1924; Professor of Romance Languages, 1924-1927; Professor of Spanish, 1927—

MATHILDE PEPER, B. S.

Dean of Women and Instructor in Bible, 1928-1929.

JESSIE M. PETERS

Assistant in Normal Department, 1894-1895.

ESTHER PETERSON

Head of Violin Department, 1924-1925.

JAMES WILSON POULTNEY, Ph. D.*

Professor of Classics, 1938—

ERMA RAND, A. B.

Instructor in Latin and History, 1909-1911.

BELLE RATCLIFF

Instructor in Expression and Physical Culture for Women, 1907-1908.

NELLIE M. REABURN, B. L.

Drawing, Water Color, Oil and Pastel, 1901-1902.

MARY LU REEDER, A. B.

Instructor in Music, 1935-1936.

J. W. RICHARD, A. M.

Professor of the Latin Language and History, 1872-1883.

* On leave of absence with U. S. army.

GRACE CARLETON RICHARDS

Instructor in Piano, 1917-1918.

ORVILLE RIGGS, B. Ed., M. S.

Professor of Business Administration, 1944—

EDDY ROBBINS, B. S.

Instructor in the Academy, 1900-1901.

DELLA A. ROBINSON

Teacher of Shorthand and Typewriting, 1891-1892.

GEORGE A. ROHRBAUGH

Teacher of Penmanship, 1882-1883.

CLEMENT E. ROOD, Ph. M.

Acting Professor of Mathematics and Astronomy, 1901-1902; Instructor in Mathematics, Academy, 1901-1904; Principal Normal Department, 1902-1903.

CLAUDE E. ROSE, B. Mus., M. Mus.

Assistant Professor of Music, 1942-1943.

LUCILE INDRA ROSE, B. Mus.

Instructor in Violin, 1942-1943.

CLARK ROWLAND, A. B.

Instructor in Music, 1941-1942.

JESSICA E. ROYER

Instructor in Expression and Physical Culture for Women, 1908-1910.

MAE RUPPEL, A. B.

Instructor in Physical Education, 1925-1927, 1930-1934.

J. M. RUTHRAUFF, A. M.

President and Professor of Mental and Moral Philosophy, 1895-1900.

WILLIAM AUGUSTUS SADTLER, A. M., Ph. D.

Acting Professor of English Literature, 1919-1920.

CARL EDWARD SCHILZ, M. S.

Associate Professor of Physics, 1942-1944; Professor of Chemistry, 1944—

CARL SCHLENKER, A. B.

Professor of English and Modern Languages, 1892-1895.*

CATHERINE SCHMIDT, M. S.

Assistant Professor of Physical Education for Women, 1934-1940.

WILBUR SCHNITKER, A. B., M. Mus. (1940)

Instructor in Music, 1936-1942.

JULIA L. SCHOFIELD

Matron and Tutor, 1883-1884.

RUDOLPH G. SCHULZ, A. B., B. D.

President and D. L. Tressler Professor of Mental and Moral Science, 1935-1943.

ANNA V. SEBREE

Secretary to the President, Stenography and Typewriting, 1901-1902.

JOHN A. SHOTT, Ph. M.

Professor of Natural Science, 1896-1902; Instructor in Academy, Physics and Chemistry, 1901-1902.

* Catalogue 1895-1896 missing.

CALVIN SIFFERD, A. B.

Instructor in Journalism, 1944-1945.

ETHEL M. SIFFERD, A. B.

Dean of Women, 1934-1937.

FREDERICK LESTER SIGMUND, A. M., D. D. (1903)

President and D. L. Tressler Professor of Mental and Moral Philosophy, 1901-1909.

MINNIE SELLS

Instructor in Piano, 1907-1908.

HAZEL M. SILCOX, S. M.

Instructor in Theory and Pipe Organ, 1922-1924.

EVE R. SIMMONS

Instructor in Voice, 1914-1920; Dean of School Music, 1917-1920.

LETTA SIMMONS, B. S. (Elected December 1, 1913)

Dean of Women, 1913-1928; Professor of Education, 1914-1928.

ERMA D. SIMSER

Instructor in Piano, 1916-1917.

ORLO D. SLATER

Assistant in Biological Laboratory, 1907-1908.

E. ROSCOE SLEIGHT, A. M.

Professor of Mathematics and Physics, 1906-1908; Instructor in Mathematics, Academy, 1906-1908.

ALICE ROCK SMITH

Instructor in Dramatic Art and Expression, 1926-1928.

MRS. LYDIA D. SMITH

Drawing, Water Color, Oil and Pastel, 1903-1904.

H. M. SNYDER, B. D., Ph. D.

Associate Professor of Religious Education and Sociology, 1928-1929.

WILLIAM CARL SPIELMAN, A. M.

Professor of History and Social Sciences, Jan. 1916—

ROMILDA STALL

Instructor in Piano, 1921-1922.

JAMES STERENBERG, Ph. D.

Visiting Professor of Classics, 1942—

J. H. STOUGH

Professor of Latin, Greek and Mental Sciences, 1883-1884.

FRANK EDWARD STROM, B. S., A. M.

Acting Professor of Mathematics, 1917-1918.

MORRIS F. STUBBS, Ph. D.*

Professor of Chemistry, 1942—

ELLA STUCKENBERG

Vocal and Instrumental Music, 1902-1903.

CARL A SUNDBERG

Physical Culture for Men, 1905-1906.

CARL A. SUNDSTROM, A. M.

Professor of Modern Languages, 1907-1911; Instructor in German, Academy, 1907-1911.

* On leave of absence to promote war effort.

ENID SYMPSON

Assistant Instructor in Voice, 1912-1914.

VERL A. TEETER, Ph. B.

Instructor in Mathematics, 1919-1920.

FRANK F. TELLEEN, A. B., A. M.

Instructor in Journalism, 1943-1944.

DEENA THOMPSON, B. S.

Instructor in Mathematics in Academy, 1911-1914.

MARGARET THOMSON

Instructor in Painting, Drawing, Wax-Work, 1872-1874.

BERNARD A. TOMLIN, M. S.

Instructor in Agriculture, 1928-1937.

OLIVE A. TORGESON, B. S.

Dean of Women, 1932-1934.

LEONA CATHLEEN TRAIN, A. M.

Acting Professor of French and German, 1929-1930.

D. L. TRESSLER, A. M.

Professor of Latin, Greek and Belles Lettres, 1872-1873;
President and Professor of Mental and Moral Science, 1873-1880.

HARLEY P. TRIPP, Ph. D.

Assistant Professor of Chemistry, 1941-1943.

W. W. TROUP, A. M.

Professor of Ancient Languages, 1892-1900; Professor of
Greek and Latin Languages and Literature, 1900-1906; Prin-
cipal and Instructor in Latin Academy, 1901-1906.

THOMAS BARCLAY UBER, A. M., B. D.

Professor of English and Public Speaking, 1913-1916.

GENEVIEVE UNDERWOOD, B. S.

Instructor in Pipe Organ, Piano, Public School Music,
1929-1931.

JUSTIN L. VAN GUNDY, A. M., Ph. D.

Professor of Ancient Languages, 1906-1914; Instructor in
Greek Academy, 1909-1914.

EMMA P. VAN HOOSER

Vocal and Instrumental Music, 1901-1902.

CHARLES A. VAN VELZER, Ph. D.

Professor of Mathematics, 1920-1936; Emeritus Professor
of Mathematics, 1936—

W. H. VEATCH, M. D.

Lecturer on Practical Hygiene, 1887-1890.

J. H. VOSS, A. M.

Professor of Modern Languages, 1920-1921.

HERBERT L. WAGNER, A. M., A. M. Phys. Edu. (1934)

Instructor in History and Assistant Coach, 1927-1935;
Associate Professor of History and Physical Education, 1935-
1945; Coach and Director of Athletics, 1936-1945.

GEORGE BYRON WALDORP, A. M.

Assistant Professor of Classics, 1918-1919; Professor of
Philosophy, 1919-1920; Professor of Bible, 1920.

CARL H. WALTER

Instructor in Physics, 1908-1909.

ROBERT E. WARREN, M. S.

Assistant Professor of Physics, 1940-1944.

CHARLES A. WEBBER

Penmanship and Bookkeeping, 1894-1897.

R. F. WEIDNER

Professor of Theology in Augustana Theological Seminary; Lecturer on Apologetica and Symbolica, 1885-1888.

LYDIA M. WEIHING, M. S.

Instructor in Home Economics, 1933-1935; Associate Professor, 1935-1944.

CALVIN WENRICH, A. B.

Professor of Mathematics and Physics, 1904-1906; Instructor in Mathematics Academy, 1904-1906.

J. A. WEST

Professor of Mathematics and Astronomy, 1883-1884.

ELIZABETH WHITTEN, A. B.

Instructor in Music, 1936-1937.

HERBERT WILLIAM WHITTEN, A. M.

Professor of Classics, 1918-1936.

JEANETTE WHITTEN, A. M.

Acting Professor of Classics, 1935-1936; Professor 1936-1938.

N. J. GOULD WICKEY, A. M., B. B., Ph. D.

President, 1926-1929. Tressler Professor Mental and Moral Science.

ELIZABETH WILEY, A. B.

Instructor in English and History, 1920-1923.

WINIFRED WILEY

Instructor in Expression and Public Speaking, Director of Girls' Athletics, 1920-1923.

ANNA C. WIND, A. M.

Adviser for Women, February, 1944—

ROBERT D. WOLFF

Instructor in Music, 1944—

MABEL WOODWORTH

Instructor in Theory and Violin, 1916-1919.

ALICE R. WOOLSEY

Instructor in Voice, 1921-1922.

JACOB YUTZY, D. D.

Instructor in Biblical History, 1907-1909; Professor of Biblical History and Biblical Hebrew and Greek, 1909-1911; Instructor in Greek Academy, 1909-1911.

J. A. M. ZIEGLER, A. M., Ph. D.

Professor, Mathematics and Astronomy, 1889-1892.

MRS. BONNIE J. ZIMMERMAN

Instructor in Physical Culture, 1911-1912.

LESTER IRWIN ZIMMERMAN, A. B.

Professor of Physics, 1911-1912; Instructor in Physics and Biology Academy, 1911-1912.

ROBERT ZINN, B. S.

Instructor in Agriculture, 1941-1942.

APPENDIX—PART II

TRUSTEES AND COMMISSIONERS OF CARTHAGE COLLEGE (1870-1945)

From 1870 to 1880, two administrative bodies, a board of trustees and a synodical board of commissioners shared in the administration of Carthage College. The board of trustees represented the stockholders of the college, the commissioners were the representatives of the supporting synods. It was necessary that ownership of Carthage College as a Lutheran school supported by synods of the Lutheran Church, should eventually pass into the hands of the synods. This was brought about soon after President Tressler's death in 1880 when the board of trustees voted to transfer the stock of Carthage College to the supporting synods, thereby giving them full title in and control over the school. The synods as stockholders thereafter regularly elected the trustees of the college and since they acted solely through the trustees, that body continued to be the sole governing body. The Board of Commissioners ceased to exist by vote of its own members.

TRUSTEES (1870-1880)

H. W. Draper	1870-1880
H. G. Ferris	1870-1871
William Freas	1870-1873
A. J. Griffith	1871-1880
D. E. Head	1870-1880
David Mack	1876-1880
R. W. McClaughry	1870-1871
W. A. Patterson	1871-1880
J. W. Randolph	1870-1876
B. T. Schofield	1873-1880
Jacob Scholl	1871-1880

COMMISSIONERS (1870-1880)

Rev. C. Anderson	1870-1873
Rev. E. M. Anthony	1874-1876
*Rev. A. Axline	1870-1875
Rev. H. B. Belmer	1872-1873
Rev. P. G. Bill	(1873-1875 1876-1877)
Rev. H. Bishop	1872-1874
Rev. J. Bond	1873-1874
Rev. H. M. Brewer	1870-1874
Rev. J. C. Brodfuhrer	1878-1880
Rev. M. Daring	1877-1879
Rev. T. Earnhart	1873-1879
Rev. F. J. Fiery	1873-1874
*J. G. Fleck	1870-1872
J. Frechreichs	1879-1880
*Rev. A. M. Geiger	1870-1872
Rev. John Hamilton	1872-1874
Rev. S. W. Harkey	1874-1876
Rev. S. P. Harrington	1873-1875
Rev. J. Helsell	1874-1880
F. C. Hormel	1876-1879
*Rev. C. Kuhl	1870-1880
P. S. Leisenring	1878-1880
G. H. Maisch, President	1873-1880
Rev. C. Martin	1872-1873
Rev. J. B. McAfee	1876-1880
Rev. E. Miller	1870-1875
Rev. M. Rhodes	1872-1880
Rev. J. Salinger	1877-1878
William Schell	1873-1878
W. T. Schell	1872-1878
Rev. E. Schwartz	1870-1874
Rev. W. C. Seidel	1876-1880
*Rev. J. R. Shofner	1870-1872
Rev. D. Sprecher	1872-1876
*Rev. F. Springer	(1870-1873 1877-1880)
Rev. C. Stark	1877-1880
Rev. H. W. Steck	1872-1873
Rev. C. Thomas	1876-1879
Rev. D. L. Tressler	1872-1880
*Rev. A. A. Trimper	1870-1873
Rev. William Uhl	1875-1880
Rev. S. S. Waltz	1876-1880
Rev. J. Zimmerman	1870-1872

*Names of the seven synodical commissioners who conferred with the citizens' committee of Carthage, in December, 1869, to consider the proposition to found a college in Carthage. They unanimously voted to accept.

TRUSTEES OF CARTHAGE COLLEGE (1880-1945)

Rev. G. H. Albright	1889-1891
G. Anderson	1890-1894
Rev. C. Baird	1890-1892
J. Arthur Baird	1929-
Rev. H. M. Bannen	(1896-1902)
President (1900-1902)	(1908-1930)
J. L. Berger	1939-
M. J. Bieber	1926-1927
Rev. I. W. Bingaman	1926-1941
President (1928-1941)	
S. K. Bittenbinder	1888-1891
Rev. W. H. Blancke	1896-1914
President (1902-1910) (1928-1945)	
Rev. R. L. Boulton	(1941-1944)
	(1945-
C. H. Boyer	1914-1930
President (1917-1926)	
John Brodman	1885-1886
Rev. E. Brown	1887-1899
President (1888-1899)	
A. R. Carlson	1926-1927
Rev. J. M. Cromer	1885-1889
Rev. J. H. Culler	1885-1896
Rev. H. Darrow	1894-1896
W. W. Davis	1894-1896
Henry Denhart	(1880-1888)
	(1892-1933)
Rev. J. S. Detweiler	1885-1888
Rev. Jacob Diehl	1929-1933
D. J. Dillow	1890-1893
Otto Doering	1935-1944
R. E. Dokmo	1941-
Rev. T. F. Dornblaser	1885-1889
H. W. Draper	1880-1881
C. J. Driever	1917-1934
W. S. Dysinger	1936-1937
Rev. G. Earnhart	1881-1884
Rev. G. Eisel	1884-1885
H. M. Elder	1904-1906
Rev. C. I. Empson	1941-
Rev. E. S. Ewald	1944-
Philip Fager	1910-1917
W. H. Felgar	1887-1904
C. H. Feltman	1917-1925
C. L. Ferris	(1906-1908)
	(1910-1914)
H. G. Ferris	1884-1890
J. C. Ferris	1917-1924
D. T. Forsythe	1943-
Rev. J. M. Francis	1900-1908
C. Franzen	1885-1886
Rev. B. Garten	1905-1936
John Garver	1885-1887
Rev. G. F. Genszler	1940-
Rev. G. W. Genszler	1920-1939
Rev. J. J. Gent	1933-1936

Rev. M. A. Getzendaner	1937-1943
Rev. E. O. Giesen	1881-1884
L. E. Gillhouse	1934-1937
J. A. Goekin	1939-1941
A. A. Graham	1922-
W. E. Grebner	1943-
Rev. F. Green	1885-1886
Rev. W. T. Grommisch	1890-1894
Rev. D. P. Grosscup	1885-1887
Rev. H. C. Grossman	1893-1896
O. A. Hanke	1938-
President (1943-	
Andrew Hans	1896-1914
Robert Hanson	1894-1895
Rev. W. H. Hartman	1896-1908
William Heitman	1894-1896
Rev. J. Helsell	1890-1892
Rev. C. H. Hightower	1930-1939
Carl Hill	1926-1930
Rev. H. D. Hoover	1909-1926
Paul Holtgreve	1934-1943
Rev. P. B. Holtgreve	1902-1917
Rev. K. A. Hurst	1940-
Rev. D. R. Kabele	1943-1944
Rev. W. E. Kaitschuk	1940-
Rev. C. D. Kammeyer	1941-
A. J. Kay	1890-1892
Rev. E. Keller	1901-1922
President (1910-1917)	
E. Kelbe	1922-1923
S. W. King	1910-1912
H. A. Kingsbury	1917-1934
A. A. Krepe	1887-1892
Rev. C. Kuhl	1880-1885
Rev. M. L. Kunkleman	1880-1885
R. Johnson	1896-1900
Rev. A. B. Leamer	1923-1928
President (1926-1928)	
P. S. Leisenring	1880-1881
Rev. H. M. Lentz	1887-1890
Rev. Maurice Leshner	1945-
Rev. S. M. Leshner	1914-1932
Rev. R. G. Linker	1880-1895
Rev. L. L. Lipe	1880-1885
Rev. S. P. Long	1920-1928
G. W. Lubke	1930-1938
E. C. Mack	1941-
D. E. Mack	(1880-1881 (1898-1900 (1905-1937
Rev. C. W. Maggart	1902-1917
G. H. Maisch	1880-1885
President (1880-1885)	
Rev. J. B. McAfee	1880-1885
J. H. McCullough	1917-1921
Rev. H. L. McGill	1896-1900
A. L. Miller	1902-1910
Amos Miller	1908-1910

W. P. Miller	(1881-1883 1885-1887)
L. F. Mueller	1930-1936
S. E. Nelson	1936-1940
Erland Nelson	1943-
Rev. R. Neumann	1923-1939
Mrs. Mary T. Newcomer	1924-
E. Newquist	1927-1929
Albert Nicholas	1938-1943
A. W. O'Harra	1890-1914
C. J. O'Harra	1917-1929
J. A. Oldhaver	1920-1924
Karr Parker	1931-1933
A. D. Phillips	1940-
Rev. E. A. Piper	1943-
Rev. J. K. Reed	1892-1893
Rev. T. F. Reeser	1885-1890
Fred Ris	1914-1915
E. M. Robbins	1900-1922
A. C. Roeth	1940-
Rev. W. Rosenstengal	1894-1923
Rev. J. M. Ruthrauff	(1887-1890 1895-1900)
Rev. G. A. Saathoff	1944-
W. R. Sachse	1937-1943
O. A. Sardeson	1937-1939
W. Carl Satre	1939-1943
President (1941-1943)	
A. W. Schell	1880-1885
W. Scheultzke	1887-1890
Rev. G. H. Schnur	1881-1885
T. J. Schofield	1880-1885
F. S. Schultz	1900-1904
George Schulz	1924-1934
Rev. R. G. Schulz	1935-1943
Elias Schwartz	1884-1885
H. I. Sebaugh	1904-1906
Rev. J. D. Severinghaus	1880-1881
J. S. Shipton	(1880-1881 1884-1885)
Rev. A. B. Shrader	1890-1902
F. F. Shutter	1917-1926
Rev. C. W. Sifferd	1880-1890
H. C. Sifford	1906-1910
Rev. F. L. Sigmund	1900-1909
Rev. W. M. Smith	1890-1896
Rev. G. W. Snyder	1884-1890
Rev. W. M. Sparr	1880-1883
J. A. Spielman	1885-1887
President (1886-1887)	
Rev. D. Sprecher	1885-1890
H. C. Sprick	1917-1924
Rev. F. Springer	1880-1892
Rev. C. Stark	1880-1881
Andrew Swasko	1944-1945
A. Tegtmeyer	1927-1929
A. Thummel	1912-1914
C. J. Tressler	1914-

J. E. Tressler	1880-1887
President (1885-1887)	
Rev. M. F. Troxell	1898-1900
C. M. Turley	1943-
O. B. Turner	1908-1910
T. B. Uber	1936-1941
H. G. Vollmer	(1917-1919
	1930-1938)
Rev. S. S. Waltz	1880-1883
August Wendt	1892-1896
Rev. N. J. Gould Wickey	1926-1929
Rev. C. E. Wirick	1896-1898
A. A. Wolfensperger	1901-1906
A. A. Zinck	1927-1930

APPENDIX—PART III

HONORARY DEGREES CONFERRED (1882-1945)

O. E. Aleshire, M. A. -----	1890
H. A. Allison, Litt. D. -----	1916
Rev. H. M. Bannen, M. A. -----	1897
D. D. -----	1905
Rev. S. B. Barnitz, D. D. -----	1891
Rev. E. F. Bartholomew, L. L. D. -----	1930
Rev. W. M. Beck, D. D. -----	1912
Rev. O. G. Beckstrand, D. D. -----	1937
Rev. R. R. Belter, D. D. -----	1940
S. K. Bittenbender, M. A. -----	1883
Rev. W. J. Boatman, D. D. -----	1941
Rev. J. N. Brown, D. D. -----	1927
Rev. W. F. Buch, D. D. -----	1936
J. M. Cameron, L. L. D. -----	1933
F. H. Campbell, M. S. -----	1883
R. L. Casburn, M. S. -----	1883
Rev. R. G. Catlin, D. D. -----	1920
Rev. W. P. Christy, D. D. -----	1935
Rev. J. M. Cromer, D. D. -----	1907
Rev. J. M. Davidson, D. D. -----	1904
Rev. D. A. Davy, D. D. -----	1923
Emma De Hart, M. A. -----	1883
Rev. Jacob Diehl, D. D. -----	1920
Rev. Jesse Dodds, D. D. -----	1929
Rev. J. H. Dressler, D. D. -----	1932
D. F. Easterday, Mus. D. -----	1932
Rev. T. R. Easterday, D. D. -----	1920
Rev. O. W. Ebright, D. D. -----	1936
W. M. Ebright, M. A. -----	1890
Rev. A. F. Ernst, M. A. -----	1896
Rev. J. O. Evjen, S. T. D. -----	1928
Rev. J. F. Fedders, D. D. -----	1927
S. H. Ferris, M. A. -----	1890
Rev. C. B. Foelsch, D. D. -----	1943
Rev. J. M. Francis, D. D. -----	1907
Rev. J. R. Frenzel, D. D. -----	1942
Rev. W. H. Gable, D. D. -----	1941
Rev. R. B. Garten, D. D. -----	1920
A. C. T. Geiger, M. A. -----	1890
Francisca Geiger, M. A. -----	1890
Rev. M. A. Getzendaner, D. D. -----	1939
Rev. E. F. Giese, D. D. -----	1882
Hettie M. Giese, M. A. -----	1891
J. G. Gilchrist, M. S. -----	1883
Frances Gilchrist, M. S. -----	1883
F. H. Graves, M. A. -----	1883

	L. L. D.	1921
Rev. B. F. Grenoble, D. D.	-----	1923
Rev. A. L. Grewe, D. D.	-----	1941
Adell Griffin, M. S.	-----	1883
Blanche Griffin, M. S.	-----	1883
K. J. Grimm, L. L. D.	-----	1938
Rev. F. O. Hanson, D. D.	-----	1928
Rev. F. O. Harrison, D. D.	-----	1928
Rev. C. P. Harry, D. D.	-----	1927
Rev. F. W. Hawley, M. A.	-----	1896
	D. D.	1911
Rev. C. G. Heckert, D. D.	-----	1899
Rev. A. M. Heilman, D. D.	-----	1922
Rev. L. M. Heilman, D. D.	-----	1893
A. G. Heitman, Sc. D.	-----	1933
F. H. Helsell, D. C. L.	-----	1920
Rev. D. M. Henkel, D. D.	-----	1882
Rev. W. D. Henkel, M. A.	-----	1883
Rev. J. M. Herbst, D. D.	-----	1929
Rev. S. M. Herman, D. D.	-----	1918
Rev. A. Herring, D. D.	-----	1928
Kate G. Hill, M. A.	-----	1890
Rev. C. H. Hightower, D. D.	-----	1935
Rev. P. B. Holtgreve, D. D.	-----	1911
Rev. H. D. Hoover, Litt. D.	-----	1935
J. J. Houtz, Sc. D.	-----	1933
E. C. Hughes, L. L. D.	-----	1908
Grant Hultbert, D. C. L.	-----	1929
Rev. J. R. E. Hunt, D. D.	-----	1924
Rev. S. H. Hyde, D. D.	-----	1890
K. T. Jacobsen, Litt. D.	-----	1934
Rev. C. Jensen, D. D.	-----	1929
H. Julifs, M. A.	-----	1883
Rev. R. C. Kaufman, D. D.	-----	1938
Rev. E. Keller, D. D.	-----	1911
Rev. F. M. Keller, D. D.	-----	1918
Rev. C. W. Knudten, D. D.	-----	1920
Rev. C. Koerner, D. D.	-----	1888
Anna S. Kugler, L. H. D.	-----	1923
Rev. C. Kuhl, D. D.	-----	1893
Scott Ladd, L. L. D.	-----	1897
Rev. L. B. Landreth, Litt. D.	-----	1923
Rev. J. S. Leamer, D. D.	-----	1920
Rev. J. A. Leas, D. D.	-----	1924
Rev. L. H. Leshner, D. D.	-----	1938
Rev. S. M. Leshner, D. D.	-----	1923
Elsie S. Lewars, Litt. D.	-----	1926
Rev. N. J. Lohre, D. D.	-----	1931
Rev. G. P. Lottich, D. D.	-----	1932
D. E. Mack, M. A.	-----	1893
P. E. Mason, M. A.	-----	1898
Rev. H. L. McGill, D. D.	-----	1919
R. H. McKee, L. L. D.	-----	1924
Rev. J. I. Meck, D. D.	-----	1940
Rev. Otto Mees, D. D.	-----	1920
E. H. Mensell, Litt. D.	-----	1920
Rev. G. H. Michelman, D. D.	-----	1927
Rev. Albert Miller, D. D.	-----	1922
J. H. Miller, M. A.	-----	1890

Rev. E. H. Moll, D. D. -----	1935
Rev. C. C. Morgan, D. D. -----	1936
W. S. Murray, L. L. D. -----	1926
T. E. Musselman, Sc. D. -----	1934
Rev. W. H. Nicholas, D. D. -----	1918
A. W. O'Harra, L. L. D. -----	1926
C. C. O'Hara, L. L. D. -----	1920
Rev. F. W. Otterbein, D. D. -----	1935
Karr Parker, Sc. D. -----	1929
Rev. C. E. Paulus, D. D. -----	1930
Edson Pettit, L. L. D. -----	1935
Rev. C. A. Piel, D. D. -----	1936
Rev. E. A. Piper, D. D. -----	1942
Rev. L. J. Powell, D. D. -----	1927
H. R. Rathbone, L. L. D. -----	1927
Rev. A. A. Rentalahtha, D. D. -----	1923
Rev. H. B. Read, D. D. -----	1918
Rev. J. K. Rizer, D. D. -----	1926
Inez Robbins, M. S. -----	1883
Rev. C. J. Rockey, D. D. -----	1926
Rev. William Rosenstengel, D. D. -----	1905
Rev. C. C. Roth, D. D. -----	1938
Rev. P. W. Roth, D. D. -----	1924
Rev. G. K. Rubrecht, D. D. -----	1922
W. M. Ruthrauff, Sc. D. -----	1935
F. Sanford, Sc. D. -----	1920
Rev. W. C. Satre, D. D. -----	1942
Rev. E. P. Scharf, D. D. -----	1930
Rev. G. M. Schmucker, D. D. -----	1924
Rev. G. H. Schnur, M. A. -----	1890
Rev. George Schultz, D. D. -----	1923
C. J. Scofield, Litt. D. -----	1935
Rev. T. B. Seber, D. D. -----	1926
Mrs. Margaret Seebach, Litt. D. -----	1935
Rev. J. F. Seibert, D. D. -----	1916
Rev. A. B. Shrader, D. D. -----	1912
Rev. William Shulzke, D. D. -----	1906
Rev. P. R. Siebert, D. D. -----	1926
Rev. W. D. Spangler, D. D. -----	1937
Rev. F. H. Stahl, D. D. -----	1937
Rev. L. W. Steckel, D. D. -----	1926
Rev. E. M. Stensrud, D. D. -----	1926
Rev. L. A. Stidley, D. D. -----	1939
Rev. H. W. Tope, D. D. -----	1897
Rev. M. F. Troxwell, D. D. -----	1896
Rev. C. L. Venable, D. D. -----	1939
Rev. Floyd Walter, D. D. -----	1931
Rev. R. F. Weidner, D. D. -----	1896
Rev. A. G. Weng, D. D. -----	1940
Frank Wertz, M. A. -----	1890
Rev. W. E. Wheeler, D. D. -----	1921
Jessie Williams, M. A. -----	1899
Rev. H. L. Yarger, D. D. -----	1898
Frances Gilchrist Wood, Litt. D. -----	1922
L. N. Yepsen, L. L. D. -----	1942
Rev. J. F. Young, D. D. -----	1912
A. S. Zimmerman, M. A. -----	1883
R. D. Zunbeck, M. A. -----	1890

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